



LINCOLN HIGH

714 Lincoln Road
McClellanville, SC 29458

Grades	7-12 Middle School	
Enrollment	158 Students	
Principal	Dr. Yvonne Commodore	843-887-3244
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

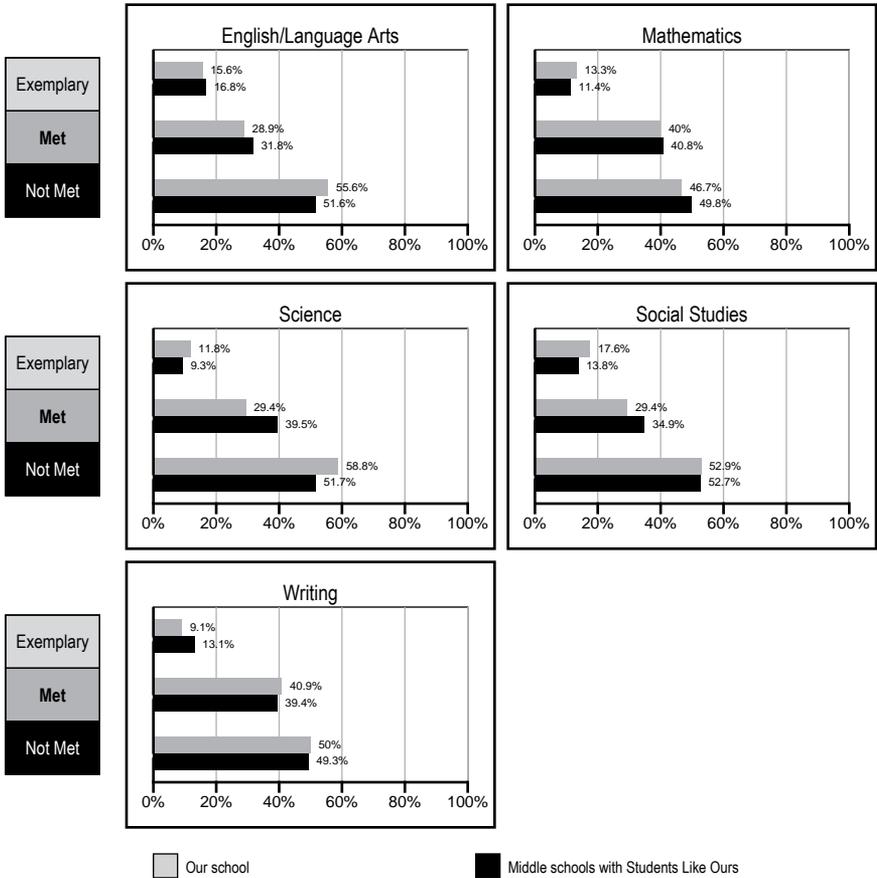
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	28	25

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	88.3%
English 1	N/A	86.7%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=158)				
Students enrolled in high school credit courses (grades 7 & 8)	35.1%	Down from 36.2%	13.2%	24.5%
Retention rate	4.6%	Down from 5.3%	1.0%	0.7%
Attendance rate	95.9%	Up from 93.6%	95.3%	95.9%
Served by gifted and talented program	6.5%	Up from 0.0%	5.8%	17.8%
With disabilities other than speech	8.5%	Down from 15.3%	11.1%	9.2%
Older than usual for grade	7.8%	Down from 14.9%	3.4%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Down from 21.0%	0.3%	0.4%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	59.5%	Up from 50.0%	58.9%	60.0%
Continuing contract teachers	40.5%	Down from 56.3%	67.3%	82.6%
Teachers returning from previous year	75.6%	Down from 78.0%	78.1%	85.6%
Teacher attendance rate	97.1%	Down from 98.4%	95.4%	95.3%
Average teacher salary*	\$41,372	Down 4.0%	\$44,262	\$46,300
Professional development days/teacher	18.1 days	Up from 7.2 days	10.6 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	10.0 to 1	Down from 10.9 to 1	18.3 to 1	21.5 to 1
Prime instructional time	93.0%	Up from 91.9%	89.2%	90.1%
Opportunities in the arts	Excellent	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 97.7%	97.9%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$19,740	Up 5.3%	\$10,000	\$7,634
Percent of expenditures for instruction**	57.4%	Up from 56.0%	60.1%	64.0%
Percent of expenditures for teacher salaries**	54.4%	Up from 51.2%	55.8%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Lincoln Middle High School is making gains towards the mission of being an example of notable excellence in achievement as evidenced by our recent AYP/HSAP/PASS/EOC results. LMHS received a growth rating of average up from the previous year growth rating of Below Average. Our compliance index is 92.3%. According to PASS results LMHS outscored the state and schools with students like ours in English Language Arts, Math, Writing, and Science; trailing slightly in Social Studies. Our focus on rigor improved our students' overall performance on high stake testing and moved more students toward proficiency. Results from fall 2010 End of Course revealed that LMHS students had a passing rate of 87.5% in Algebra 1; 90% passing rate in Biology; and 100% passing rate in English Language Arts. LMHS HSAP longitudinal passage rate is 94.94%. The graduation rate for 2010 is 75.6% up from 66% in 2009. LMHS was one of two high schools to receive a Charleston County School District award for having one of the highest increases in reading MAP scores for ninth graders based on Fall and Spring results. LMHS is the only CCSD high school to receive (PBIS) Banner Status for two consecutive years; in addition to receiving recognition for the consistent use of data to monitor effectiveness with the "Start on Time" program. 100% of LMHS graduating seniors received college acceptance letters before graduation. LMHS experienced a 42% decrease in office discipline referrals and a 59% decrease in OSS Suspensions since August 2010, as measured by data from previous years. Three career and technology majors (Culinary Arts, Health Science, and Nail Technology) were added to increase the opportunity for all students to graduate as a completer in at least one major. Dual credit courses are now being offered to LMHS students through a partnership with Georgetown/Horry Technical College to include HVAC and Welding. Additional AP courses will be offered during the 2011-2012 school year. Our recently developed Steel Band participated in several community events and performed several school concerts with rave reviews, and multiple media coverage. Our Art department unveiled two murals reflecting local culture this school year. LMHS art teacher received the coveted Mary Whyte Art Educator Award.

While we are proud of our accomplishments, the decline in our student population continues to present unique challenges at LMHS. Currently, all teachers at LMHS are Highly Qualified and are involved in ongoing professional development such as SMARTboard training, benchmark and assessment development and implementation, and literacy. Parent/Community involvement is at an all time high of 97.7%, out-scoring schools with students like ours at 95.7%. 90% of parents reported satisfaction with school-home relations.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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School Adequate Yearly Progress

NO

This school met 7 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-HOLD

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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.6%	0.0%	No
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	48	100	55.6	28.9	15.6	57.8	83.1	82.4	No	Yes
Gender										
Male	27	100	56	20	24	56	79.9	78.7	N/A	N/A
Female	21	100	55	40	5	60	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	45	100	56.8	29.5	13.6	56.8	71.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	42	100	56.1	29.3	14.6	58.5	72.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	48	100	46.7	40	13.3	68.9	82.8	81.9	No	Yes
Gender										
Male	27	100	40	40	20	80	81.1	79.9	N/A	N/A
Female	21	100	55	40	5	55	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	45	100	47.7	38.6	13.6	68.2	70.9	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	42	100	48.8	39	12.2	68.3	72.7	74.9	No	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	37	100	58.8	29.4	11.8	41.2	69.2	68.6
Gender								
Male	23	100	57.1	23.8	19	42.9	68.4	68.3
Female	14	100	N/AV	N/AV	N/AV	38.5	70	68.9
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	34	100	60.6	30.3	9.1	39.4	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	60.7
Socio-Economic Status								
Subsidized meals	32	100	58.1	32.3	9.7	41.9	51.8	57.3
Social Studies								
All Students	36	100	52.9	29.4	17.6	47.1	75.5	72.5
Gender								
Male	20	100	44.4	33.3	22.2	55.6	74.4	72
Female	16	100	62.5	25	12.5	37.5	76.6	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	91	81
African American	35	100	52.9	29.4	17.6	47.1	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	69.7
Socio-Economic Status								
Subsidized meals	32	100	54.8	32.3	12.9	45.2	61.8	62.9

Abbreviations for Missing Data

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

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	23	95.7	47.6	42.9	9.5	52.4	75.8	73.2	96.4	96
Gender										
Male	11	90.9	I/S	I/S	I/S	I/S	70.7	67.2	96.3	95.9
Female	12	100	45.5	45.5	9.1	54.5	81.1	79.4	96.7	96.1
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	90.8	81.5	97.5	96.1
African American	21	95.2	45	45	10	55	61.3	61.3	96.4	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	N/A	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	23.9	26	97.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	20	95	42.1	47.4	10.5	57.9	62.2	63.2	96.2	95.5

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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							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	25	100	37.5	33.3	29.2	62.5
	8	24	100	52.2	43.5	4.3	47.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	25	100	82.6	4.3	13	17.4
	8	23	100	27.3	54.5	18.2	72.7
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	25	100	37.5	50	12.5	62.5
	8	24	100	56.5	34.8	8.7	43.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	25	100	73.9	13	13	26.1
	8	23	100	18.2	68.2	13.6	81.8
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	25	100	33.3	54.2	12.5	66.7
	8	12	100	N/A	N/A	N/A	58.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	25	100	69.6	26.1	4.3	30.4
	8	12	100	36.4	36.4	27.3	63.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	25	100	37.5	33.3	29.2	62.5
	8	12	100	45.5	36.4	18.2	54.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	25	100	65.2	21.7	13	34.8
	8	11	100	27.3	45.5	27.3	72.7
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	26	100	32	56	12	68
	8	25	100	30.4	52.2	17.4	69.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	23	95.7	47.6	42.9	9.5	52.4

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