

## J C Lynch Elementary

124 Hicks Road  
Coward, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	449 Students	
<b>Principal</b>	Michael Derrick	843-389-3323
<b>Superintendent</b>	Beth M. Wright	843-374-8652
<b>Board Chair</b>	Mr. Richard Cook	843-394-8205

# 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>Good*</b>
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	Good

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

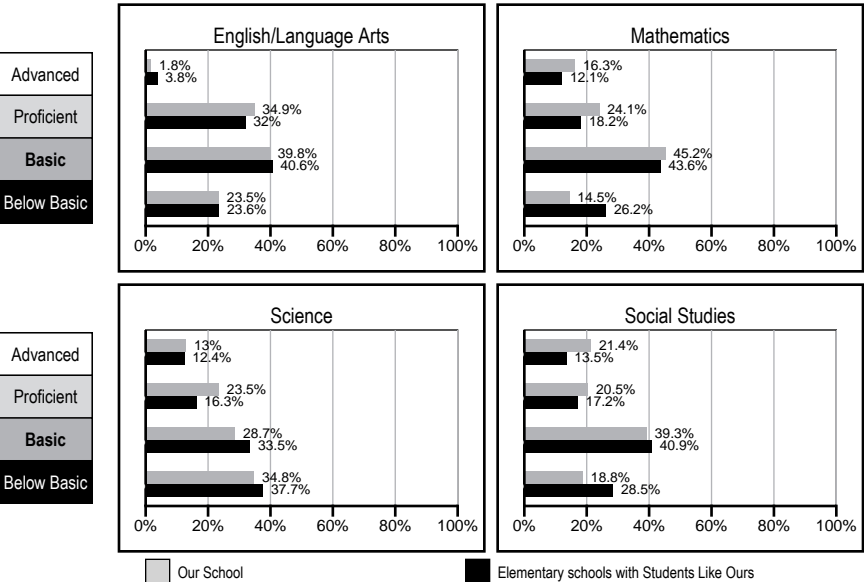
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	34	49	2

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

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=449)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.1%	Up from 3.9%	2.9%	2.3%
Attendance rate	95.7%	No Change	96.0%	96.3%
Eligible for gifted and talented	14.3%	Up from 14.2%	7.8%	10.4%
With disabilities other than speech	9.9%	Up from 9.4%	9.0%	7.5%
Older than usual for grade	1.0%	Down from 1.4%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	25.0%	Down from 33.3%	54.4%	56.7%
Continuing contract teachers	83.3%	Up from 79.2%	77.4%	77.3%
Teachers with emergency or provisional certificates	4.8%	Down from 5.0%	0.0%	0.0%
Teachers returning from previous year	78.7%	Up from 76.7%	86.3%	86.4%
Teacher attendance rate	96.0%	Up from 92.2%	94.6%	94.9%
Average teacher salary	\$41,617	Down 2.3%	\$44,884	\$45,345
Professional development days/teacher	13.4 days	Up from 12.4 days	12.9 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 22.3 to 1	18.2 to 1	18.5 to 1
Prime instructional time	90.2%	Up from 86.2%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,434	Down 0.5%	\$7,358	\$7,052
Percent of expenditures for instruction*	61.9%	Down from 63.4%	68.4%	69.1%
Percent of expenditures for teacher salaries*	56.5%	Down from 59.3%	63.4%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

J. C. Lynch Elementary School is a growing rural school in the town of Coward with a student population of about 440. Our mission 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 life long learners." Our entire staff is warm and inviting as we have again been recognized with a Red Carpet award for the 07-08 school year.

We have continued to increase our communication with all stakeholders through a monthly newsletter, website, parent surveys, PTO, and a School Improvement Council. This year, we held a play, field day, character parade, and Arts Day during which many parents participated. New for this year was the beginning of a chorus program which performed once each semester.

We have experienced tremendous growth in our MAP scores this year and look forward to continuous growth on our report card rating. Many structures have been put in place to achieve this growth. JCL is now a part of the Teacher Advancement Program (TAP), which helps teachers improve instruction. An after-school academic club has been formed to give students already performing at a high level a chance to increase their knowledge and compete in an academic bowl format. A student led book club has been formed and meets weekly in the library to read and discuss various books. An hour long after-school program meets the needs of students who are not performing on grade level. Cooperative learning and individualized instruction has been a focus for this year. JCL has offered many different types of incentives for students who excel academically.

We will continue to challenge our students and strive for academic excellence.

Michael Derrick, Principal  
Martin Jackson, School Improvement Council, Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	0	43
Percent satisfied with learning environment	100.0%	FORMS	100.0%
Percent satisfied with social and physical environment	100.0%	LOST IN	81.0%
Percent satisfied with school-home relations	100.0%	SHIPMENT	88.4%

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

School Adequate Yearly Progress	YES
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This school met 15 out of 15 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	
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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	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		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT 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
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	178	100	23.2	39.3	34.5	3	50	30.3	48.2	Yes	Yes
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**Gender**

Male	95	100	32.6	33.7	30.3	3.4	44.9	23.7	41.7	N/A	N/A
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Female	83	100	12.7	45.6	39.2	2.5	55.7	37	55	N/A	N/A
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**Racial/Ethnic Group**

White	136	100	20	40.8	36.9	2.3	51.5	46.2	60	Yes	Yes
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African American	27	100	25	37.5	29.2	8.3	45.8	21.6	31.7	I/S	I/S
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	12	100	45.5	27.3	27.3	0	45.5	29.7	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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**Disability Status**

Disabled	41	100	43.6	35.9	15.4	5.1	25.6	11	16	I/S	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	12	100	45.5	27.3	27.3	0	45.5	31.4	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	125	100	28.4	37.1	31	3.4	43.1	26.4	34	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	178	100	14.3	44.6	23.8	17.3	52.4	27.8	45.8	Yes	Yes
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**Gender**

Male	95	100	19.1	37.1	23.6	20.2	55.1	25.4	45.6	N/A	N/A
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Female	83	100	8.9	53.2	24.1	13.9	49.4	30.2	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	136	100	13.8	40.8	24.6	20.8	56.2	46.6	59	Yes	Yes
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African American	27	100	12.5	58.3	20.8	8.3	41.7	17.3	26.9	I/S	I/S
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	12	100	18.2	54.5	27.3	0	45.5	29.7	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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**Disability Status**

Disabled	41	100	33.3	41	12.8	12.8	30.8	12.7	17.1	I/S	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	12	100	18.2	54.5	27.3	0	45.5	31.4	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	125	100	18.1	45.7	19.8	16.4	47.4	24.3	31.4	Yes	Yes
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\* 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

**PACT 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*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	124	100	34.5	28.4	23.3	13.8	37.1	18.6	35.7	95.7	95.5
<b>Gender</b>											
Male	65	100	33.9	16.9	30.5	18.6	49.2	21.8	37.4	95.8	95.4
Female	59	100	35.1	40.4	15.8	8.8	24.6	15.4	33.8	95.6	95.6
<b>Racial/Ethnic Group</b>											
White	93	100	26.4	31	25.3	17.2	42.5	38.1	49.2	95.5	94.6
African American	20	100	50	16.7	27.8	5.6	33.3	8.2	17	96.3	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	98.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	7.4	24.9	96.6	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	89.7	82.6
<b>Disability Status</b>											
Disabled	23	100	54.5	22.7	9.1	13.6	22.7	14.3	14	95.4	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	90.4	87.6
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	7.7	24.4	97	96.4
<b>Socio-Economic Status</b>											
Subsided meals	83	100	46.1	22.4	18.4	13.2	31.6	15.3	21.1	95.5	95.4

**Social Studies**

All Students	126	100	18.5	38.7	20.2	22.7	42.9	22.8	34	95.7	95.5
<b>Gender</b>											
Male	65	100	14.8	39.3	21.3	24.6	45.9	23.8	36.6	95.8	95.4
Female	61	100	22.4	37.9	19	20.7	39.7	21.8	31.3	95.6	95.6
<b>Racial/Ethnic Group</b>											
White	98	100	19.1	37.2	19.1	24.5	43.6	35.8	44.5	95.5	94.6
African American	16	100	14.3	42.9	21.4	21.4	42.9	15	19.1	96.3	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	98.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	24.1	27.5	96.6	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	89.7	82.6
<b>Disability Status</b>											
Disabled	34	100	21.9	53.1	12.5	12.5	25	15.3	14.4	95.4	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	90.4	87.6
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	26.9	27.3	97	96.4
<b>Socio-Economic Status</b>											
Subsided meals	90	100	20.2	42.9	16.7	20.2	36.9	19.3	21	95.5	95.4

\* Adj - Adjusted to account for natural variation in performance.

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	65	98.5	14.1	37.5	40.6	7.8	48.4
	4	47	100	21.4	45.2	31	2.4	33.3
	5	45	100	18.6	48.8	30.2	2.3	32.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	13.6	27.1	55.9	3.4	59.3
	4	72	100	26.9	41.8	26.9	4.5	31.3
	5	43	100	31	52.4	16.7	0	16.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	65	100	26.2	58.5	12.3	3.1	15.4
	4	47	100	21.4	40.5	26.2	11.9	38.1
	5	45	100	23.3	48.8	14	14	27.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	18.6	37.3	20.3	23.7	44.1
	4	72	100	11.9	43.3	28.4	16.4	44.8
	5	43	100	11.9	57.1	21.4	9.5	31
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	33	100	68.8	31.3	0	0	0
	4	47	100	42.9	31	19	7.1	26.2
	5	23	100	35	50	10	5	15
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	10.3	27.6	31	31	62.1
	4	71	100	37.9	31.8	21.2	9.1	30.3
	5	22	100	57.1	19	19	4.8	23.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	33	100	43.8	53.1	3.1	0	3.1
	4	47	100	14.3	50	23.8	11.9	35.7
	5	23	100	27.3	36.4	13.6	22.7	36.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	33	100	3.2	45.2	22.6	29	51.6
	4	72	100	28.4	34.3	25.4	11.9	37.3
	5	21	100	9.5	42.9	0	47.6	47.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample