



## LINCOLN HIGH

714 Lincoln Road  
McClellanville, SC 29458

<b>Grades</b>	7-12 Middle 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>Below Average</b>	<b>Average</b>
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	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 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.

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

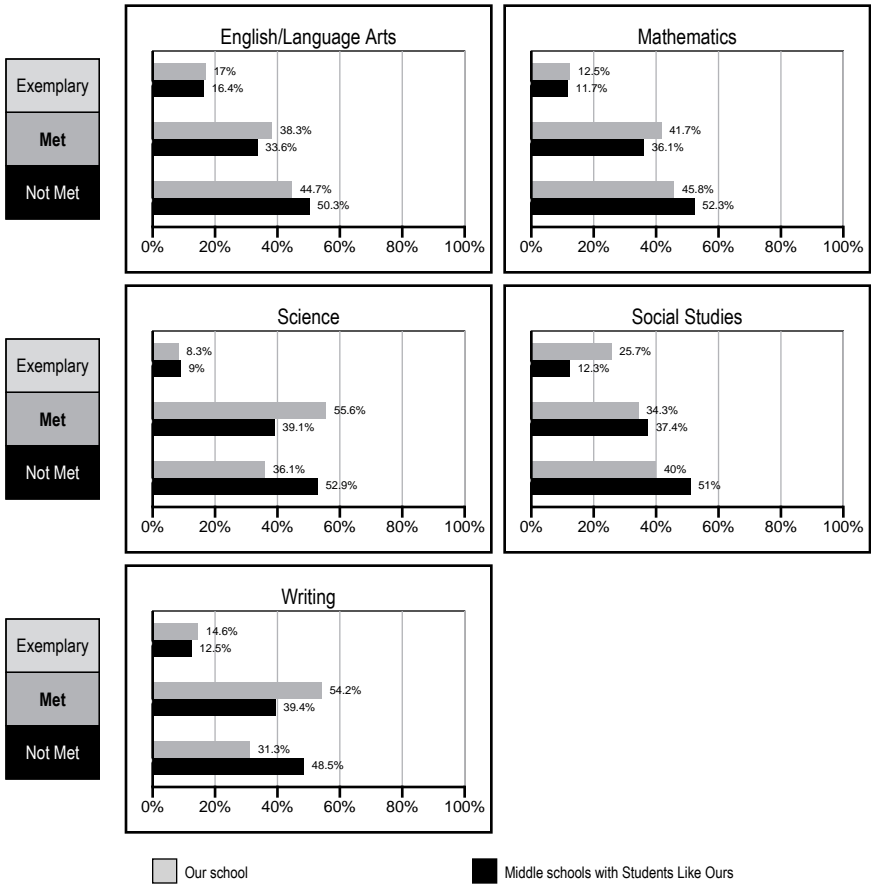
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.6%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	11	32	24

\* Ratings are calculated with data available by 03/09/2011.

**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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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%	88.7%
English 1	N/A	86.6%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.0%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=181)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	36.2%	N/R	13.7%	24.2%
Retention rate	5.3%	N/A	1.0%	0.7%
Attendance rate	93.6%	N/A	95.4%	95.9%
Eligible for gifted and talented	0.0%	N/A	5.9%	16.4%
With disabilities other than speech	15.3%	N/A	14.5%	12.0%
Older than usual for grade	14.9%	N/A	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	21.0%	N/R	0.3%	0.5%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	50.0%	N/A	58.3%	58.5%
Continuing contract teachers	56.3%	N/A	68.4%	80.0%
Teachers with emergency or provisional certificates	25.9%	N/A	11.1%	4.0%
Teachers returning from previous year	78.0%	N/A	78.0%	84.6%
Teacher attendance rate	98.4%	N/R	95.6%	95.4%
Average teacher salary*	\$43,082	I/S	\$44,664	\$46,561
Professional development days/teacher	7.2 days	N/R	10.6 days	10.2 days
<b>School</b>				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	10.9 to 1	N/R	17.7 to 1	21.1 to 1
Prime instructional time	91.9%	N/R	90.0%	90.4%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	97.7%	N/R	95.7%	98.1%
Character development program	Good	N/R	Good	Good
Dollars spent per pupil**	\$18,740	N/A	\$10,026	\$7,802
Percent of expenditures for instruction**	56.0%	N/A	60.4%	63.8%
Percent of expenditures for teacher salaries**	51.2%	N/A	55.9%	60.0%

\* 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 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	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 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 and Student Attendance

	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
Student attendance rate	93.6%	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 = 58.8% (Met or Exemplary)**

All Students	49	100	44.7	38.3	17	72.3	85	83.5	Yes	Yes
<b>Gender</b>										
Male	27	100	50	34.6	15.4	61.5	81.6	80.1	N/A	N/A
Female	22	100	38.1	42.9	19	85.7	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	95.3	89.6	I/S	I/S
African American	45	100	44.2	41.9	14	72.1	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	8	I/S	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	44	100	41.9	39.5	18.6	76.7	76.4	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	49	100	46.8	42.6	10.6	66	81	80.4	Yes	Yes
<b>Gender</b>										
Male	27	100	53.8	34.6	11.5	61.5	78.9	78.4	N/A	N/A
Female	22	100	38.1	52.4	9.5	71.4	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	94.5	87.8	I/S	I/S
African American	45	100	46.5	44.2	9.3	65.1	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	8	I/S	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	44	100	41.9	46.5	11.6	72.1	70.2	72.8	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	37	100	36.1	55.6	8.3	63.9	67.4	67.3
<b>Gender</b>								
Male	21	100	40	50	10	60	66.2	66.9
Female	16	100	31.3	62.5	6.3	68.8	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	89	79.6
African American	33	100	34.4	59.4	6.3	65.6	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
<b>Disability Status</b>								
Disabled	6	I/S	I/S	I/S	I/S	I/S	29.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	32	100	31.3	59.4	9.4	68.8	49.3	55.4
<b>Social Studies</b>								
All Students	37	100	40	34.3	25.7	60	73.8	70.9
<b>Gender</b>								
Male	20	100	47.4	26.3	26.3	52.6	72.3	70.1
Female	17	100	31.3	43.8	25	68.8	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	90.1	79.2
African American	33	100	38.7	35.5	25.8	61.3	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
<b>Disability Status</b>								
Disabled	6	I/S	I/S	I/S	I/S	I/S	38.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	34	100	39.4	33.3	27.3	60.6	60.2	60.8

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
<b>Writing</b>										
All Students	51	100	31.3	54.2	14.6	68.8	75	72.1	94.6	95.7
<b>Gender</b>										
Male	29	100	40.7	44.4	14.8	59.3	69.1	65.2	94.2	95.5
Female	22	100	19	66.7	14.3	81	81	79.2	95.3	95.8
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	91	80.8	94.5	95.8
African American	47	100	31.8	52.3	15.9	68.2	60.2	59.7	94.6	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.7	64.6	N/A	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	28.4	27.7	96.6	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	63.7	N/A	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	45	100	29.5	54.5	15.9	70.5	61.1	61.9	94.4	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2010</b>	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
<b>Mathematics</b>							
<b>2009</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2010</b>	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
<b>Science</b>							
<b>2009</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2010</b>	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

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2010</b>	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
<b>Writing</b>							
<b>2009</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
<b>2010</b>	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

Abbreviations for Missing Data

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