



## J C LYNCH ELEMENTARY

124 Hicks Road  
Coward, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	456 Students	
<b>Principal</b>	Franklin Foster	843-389-3323
<b>Superintendent</b>	Dr. Keith Callicutt, Interim	843-374-8652
<b>Board Chair</b>	Dr. Julia Mims	843-374-2705

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Average	Good
2007	Average	Below Average

## 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**

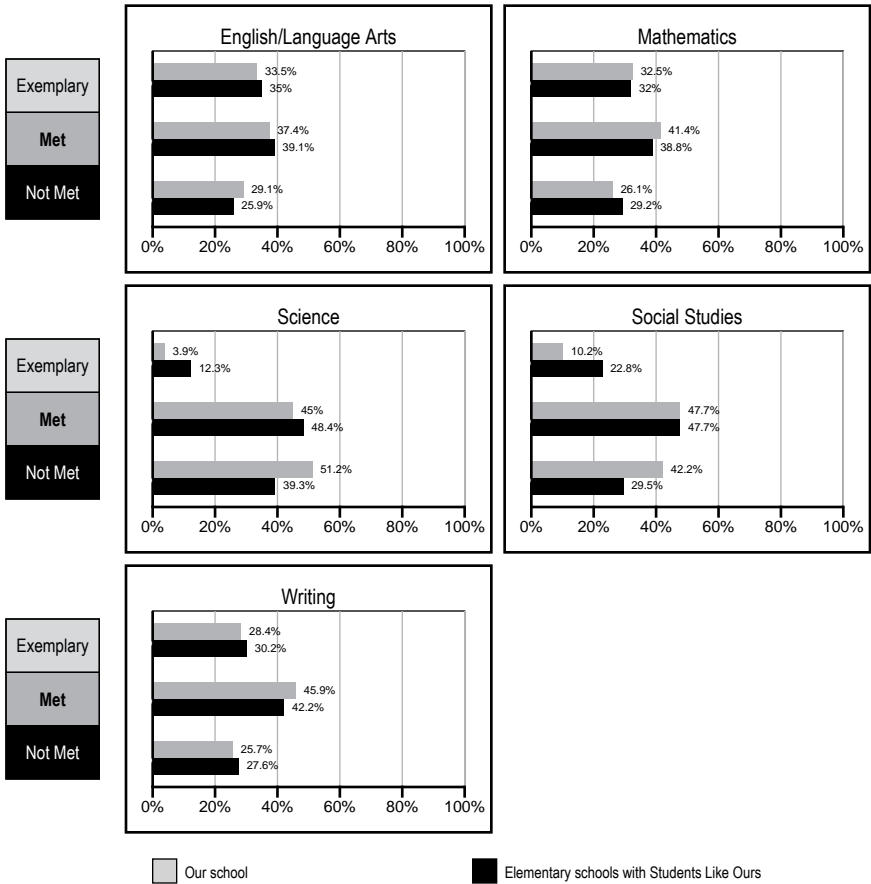
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.5%

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

Excellent	Good	Average	Below Average	At-Risk
4	17	94	10	0

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

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=456)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 2.3%	1.3%	1.1%
Attendance rate	95.4%	Up from 95.1%	95.9%	96.2%
Served by gifted and talented program	11.9%	Down from 12.4%	11.5%	13.4%
With disabilities other than speech	10.0%	Down from 13.3%	4.8%	4.1%
Older than usual for grade	0.0%	Down from 0.6%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	29.6%	Down from 32.0%	60.0%	62.5%
Continuing contract teachers	81.5%	Down from 84.0%	88.6%	88.2%
Teachers returning from previous year	87.3%	Up from 86.6%	87.4%	87.8%
Teacher attendance rate	92.2%	Down from 93.2%	94.9%	95.2%
Average teacher salary*	\$44,979	Down 1.6%	\$46,625	\$46,773
Professional development days/teacher	17.4 days	Up from 17.2 days	11.2 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 19.2 to 1	19.6 to 1	19.9 to 1
Prime instructional time	86.4%	Down from 87.1%	89.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,198	Up 7.3%	\$7,393	\$7,447
Percent of expenditures for instruction**	61.1%	Up from 60.6%	67.0%	68.4%
Percent of expenditures for teacher salaries**	58.5%	Up from 57.3%	64.6%	65.8%

\* 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

The 2010–2011 school year at J. C. Lynch (JCL) Elementary School was a thrilling one as we were “Busy Growing the Future One Mind at a Time!”

Our students continue to excel in many areas. Three of our fifth grade students were recognized for their writing accomplishments through the State Superintendent’s Writing contest. We celebrated our students who achieved their MAP goals and made significant gains from fall to spring. Many of our students received awards throughout the year for Superintendent’s and Principal’s Honor Rolls. With the implementation of the Perfect Ten, an attendance incentive, our student attendance increased.

Providing learning and leadership opportunities beyond the classroom for our students is one of our goals. This year we received a fruit and vegetable grant that motivated our students to practice healthy eating habits. We saw our third through fifth grade students get really excited about math with the implementation of First in Math. This online program had students competing with other students as they strengthened their understanding of basic math and problem-solving skills. Our students participated in the JCL Morning News Team, High Flyers Choir, Media Assistant Team, Flag Patrol, and special performances to showcase their talents.

Family involvement is a priority. Parents and community members participated in Open House, Parents Night Out, Math Fall Festival, Grits for Grandparents, Moms Count Too Day, Dads Are Our Hearts Day, Birthday Book Lunches, Field Day, PASS Bash, Beauty Pageant, Awards Day, and student performances. Parental support of these events and fundraisers was outstanding this year!

Our top priority continues to be a focus on teaching and learning. For three years, we have implemented the Teacher Advancement Program (TAP). This initiative focuses on improving student achievement through teacher quality. All teachers participated in weekly staff development. These sessions focused on the latest research on the best ways to teach the children. Through the TAP program, we are fortunate to have two Master Teachers to assist and support teachers in this area.

We are looking forward to an exciting 2011-2012 school year! Our dedicated staff is always ready to meet the needs of our future leaders as we are “Busy Growing the Future One Mind at a Time!”

Amanda Jones, SIC Chairperson  
Franklin L. Foster, Ed. D., Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	75	62
Percent satisfied with learning environment	70.0%	77.3%	91.5%
Percent satisfied with social and physical environment	100.0%	80.6%	83.6%
Percent satisfied with school-home relations	90.0%	83.8%	86.9%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 out of 19 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

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%**	Yes

\* Or greater than last year

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

All Students	215	100	28.6	36.9	34.5	80.1	70.4	82.4	Yes	Yes
<b>Gender</b>										
Male	105	100	37.4	35.4	27.3	75.8	64.6	78.7	N/A	N/A
Female	110	100	20.6	38.3	41.1	84.1	76.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	151	100	26.8	32.9	40.3	80.5	78.5	88.9	Yes	Yes
African American	41	100	30.6	50	19.4	75	65.3	72.9	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	23	100	38.1	42.9	19	85.7	79	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	67.3	20.4	12.2	51	40.9	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	23	100	38.1	42.9	19	85.7	78.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	172	100	30.7	36.8	32.5	77.3	68.3	75.4	Yes	Yes

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

All Students	215	100	25.7	41.3	33	79.6	70.8	81.9	Yes	Yes
<b>Gender</b>										
Male	105	100	30.3	35.4	34.3	74.7	66.9	79.9	N/A	N/A
Female	110	100	21.5	46.7	31.8	84.1	75.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	151	100	23.5	39.6	36.9	81.2	81	88.9	Yes	Yes
African American	41	100	41.7	41.7	16.7	72.2	64.6	71.4	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	23	100	14.3	52.4	33.3	81	80.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	57.1	28.6	14.3	51	40.8	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	23	100	14.3	52.4	33.3	81	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	172	100	28.2	42.9	28.8	76.1	68.4	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
<b>Science</b>								
All Students	136	100	50.8	43.9	5.3	49.2	48.8	68.6
<b>Gender</b>								
Male	62	100	50	44.8	5.2	50	46.2	68.3
Female	74	100	51.4	43.2	5.4	48.6	51.5	68.9
<b>Racial/Ethnic Group</b>								
White	95	100	40.4	52.1	7.4	59.6	62.4	80.7
African American	26	100	N/AV	N/AV	N/AV	26.1	41.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	15	100	N/AV	N/AV	N/AV	20	43.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	36	100	68.6	25.7	5.7	31.4	26.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	15	100	N/AV	N/AV	N/AV	20	44.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	106	100	52	43.1	4.9	48	45.9	57.3
<b>Social Studies</b>								
All Students	135	100	41.9	47.3	10.9	58.1	59	72.5
<b>Gender</b>								
Male	66	100	41.9	48.4	9.7	58.1	58.5	72
Female	69	100	41.8	46.3	11.9	58.2	59.6	73.1
<b>Racial/Ethnic Group</b>								
White	92	100	36.7	48.9	14.4	63.3	66.2	81
African American	27	100	N/AV	N/AV	N/AV	45.8	55.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	16	100	53.3	40	6.7	46.7	54.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	31	100	61.3	35.5	3.2	38.7	38.6	40.5
<b>Migrant Status</b>								
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	16	100	53.3	40	6.7	46.7	47.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	111	100	44.8	45.7	9.5	55.2	56.4	62.9

Abbreviations for Missing Data

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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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	80	97.5	25.7	45.9	28.4	74.3	58.8	73.2	95.4	95.6
<b>Gender</b>										
Male	41	97.6	40.5	40.5	18.9	59.5	46.5	67.2	95.7	95.4
Female	39	97.4	10.8	51.4	37.8	89.2	71.5	79.4	95.2	95.9
<b>Racial/Ethnic Group</b>										
White	54	98.2	22.6	45.3	32.1	77.4	69.6	81.5	94.9	94.8
African American	18	100	26.7	46.7	26.7	73.3	54.3	61.3	97.3	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	98.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	46.7	66.7	96.4	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	95.3
<b>Disability Status</b>										
Disabled	17	88.2	78.6	14.3	7.1	21.4	20.2	26	93.8	94.7
<b>Migrant Status</b>										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	40.5	94.3	95.3
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	46.2	65.7	96.3	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	63	96.8	26.3	45.6	28.1	73.7	56.8	63.2	95.1	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
<b>English/Language Arts</b>							
<b>2010</b>	3	57	96.5	30.8	34.6	34.6	69.2
	4	71	100	25	39.7	35.3	75
	5	61	100	22.4	50	27.6	77.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	79	100	28.9	26.3	44.7	71.1
	4	57	100	34.5	40	25.5	65.5
	5	79	100	24	45.3	30.7	76
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2010</b>	3	57	96.5	38.5	40.4	21.2	61.5
	4	71	100	35.3	45.6	19.1	64.7
	5	61	100	34.5	39.7	25.9	65.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	79	100	28.9	28.9	42.1	71.1
	4	57	100	18.2	50.9	30.9	81.8
	5	79	100	28	46.7	25.3	72
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2010</b>	3	26	100	72	24	4	28
	4	70	100	26.9	68.7	4.5	73.1
	5	31	100	55.2	37.9	6.9	44.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	39	100	53.8	43.6	2.6	46.2
	4	57	100	56.4	38.2	5.5	43.6
	5	40	100	39.5	52.6	7.9	60.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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>2010</b>	3	29	100	29.6	63	7.4	70.4
	4	70	100	16.4	71.6	11.9	83.6
	5	29	100	46.4	32.1	21.4	53.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	40	100	39.5	50	10.5	60.5
	4	56	100	27.8	59.3	13	72.2
	5	39	100	64.9	27	8.1	35.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2010</b>	3	57	96.5	42.3	44.2	13.5	57.7
	4	69	97.1	22.7	48.5	28.8	77.3
	5	59	100	31	51.7	17.2	69
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</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	80	97.5	25.7	45.9	28.4	74.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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