



J C LYNCH ELEMENTARY

124 Hicks Road
Coward, South Carolina

Grades	PK-5 Elementary School	
Enrollment	425 Students	
Principal	Franklin Foster	843-389-3323
Superintendent	Beth M. Wright	843-374-8652
Board Chair	Mr. Richard Cook	843-394-8043

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Good
2007	Average	Below Average
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.

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

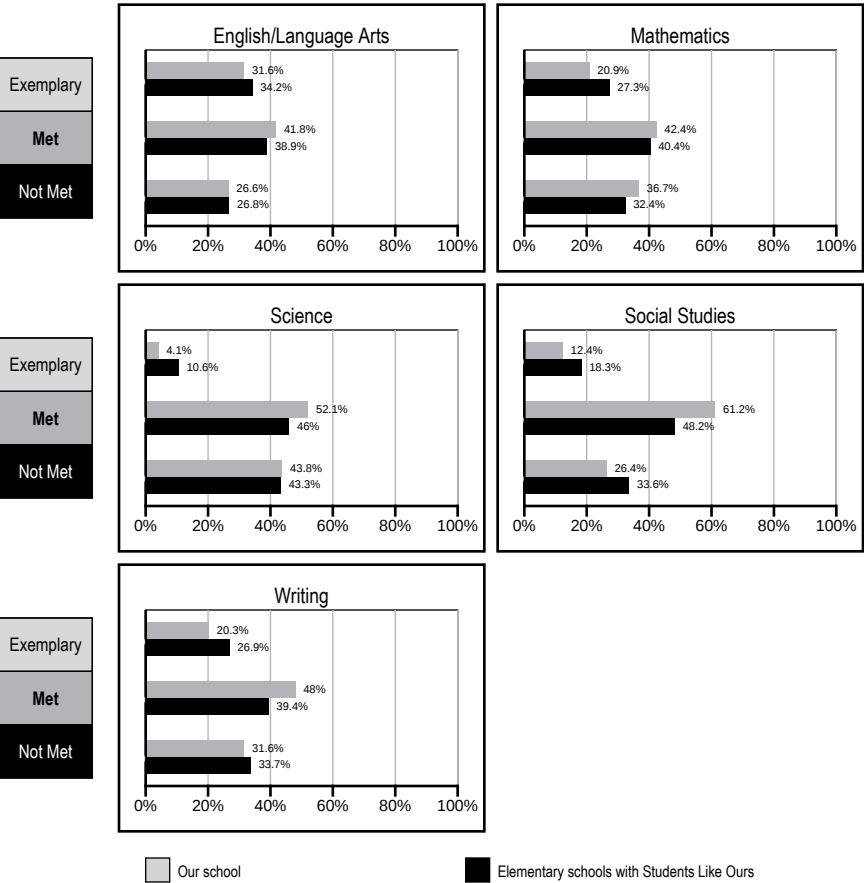
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	92	15	1

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

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
Students (n=425)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 3.1%	1.6%	1.2%
Attendance rate	95.1%	Down from 96.1%	95.7%	96.1%
Eligible for gifted and talented	12.4%	Down from 17.0%	9.3%	11.7%
With disabilities other than speech	13.3%	Up from 12.3%	9.1%	8.0%
Older than usual for grade	0.6%	No Change	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	32.0%	Up from 28.6%	58.2%	60.5%
Continuing contract teachers	84.0%	Up from 75.0%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.6%	Up from 80.8%	85.8%	87.0%
Teacher attendance rate	93.2%	Down from 94.2%	95.0%	95.4%
Average teacher salary*	\$45,728	Up 4.9%	\$46,407	\$47,288
Professional development days/teacher	17.2 days	Up from 13.9 days	11.0 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 18.4 to 1	19.2 to 1	19.2 to 1
Prime instructional time	87.1%	Down from 89.0%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,709	Up 17.3%	\$7,642	\$7,548
Percent of expenditures for instruction**	60.6%	Down from 65.4%	67.5%	68.7%
Percent of expenditures for teacher salaries**	57.3%	Down from 60.7%	64.3%	65.1%

* 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

Report of Principal and School Improvement Council

The 2009–2010 school year at J. C. Lynch (JCL) Elementary School was an exhilarating year. Our school community was energized and motivated as we kept our new slogan, “Busying Growing the Future One Mind at a Time, in mind.

Our students continue to achieve in many areas. Four of our fifth grade students were recognized for their writing accomplishments through the State Superintendent’s Writing contest. One of our fifth grade students represented JCL at the Script’s Spelling Bee Spell Off at Francis Marion University. Many of our students received awards throughout the year for Superintendent’s and Principal’s Honor rolls.

Providing leadership opportunities for our students is one of our goals. Our students participated in the JCL Morning News Team, High Flyers Choir, Media Assistant Team, Flag Patrol, and special performances during our Arts Day and Christmas Program. Next year, we plan to expand our leadership opportunities to include a Student Town Council, Recycling Club, Newspaper Staff, Walking Club, and Book Buddies.

Family involvement is a priority at J. C. Lynch Elementary. Parents and community members were invited to participate in Open House, Fall Festival, Griots for Grandparents, Muffins for Moms, Doughnuts for Dads, Arts Day, Field Day, Inflatable’s Day, Beauty Pageant, Awards’ Day and student performances. Attendance at all events flourished. We also invited and encouraged families to volunteer in classrooms, chaperone field trips, and participate in our Parent Teacher Organization. Future plans for family involvement include the addition of a parenting center as well as providing Parenting Power sessions to support our families as they work with their children at home.

Our top priority continues to be a focus on teaching and learning. For two years, we have implemented the Teacher Advancement Program (TAP). This initiative focuses on improving student achievement through teacher quality. All teachers participated in intense staff development that focused on the best ways to teach the children at JCL as determined by the latest research on how students learn. Through the TAP program, we are fortunate to have the support of two Master Teachers to assist and support teachers in this area.

The 2009-2010 school has been a great year for J. C. Lynch Elementary. Our dedicated staff is always ready to meet the needs of our young learners. We look forward to another great year as we are “Busy Growing the Future One Mind at a Time.”

Amanda Jones, SIC Chairperson
Franklin L. Foster, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	57	57
Percent satisfied with learning environment	93.3%	86.0%	92.7%
Percent satisfied with social and physical environment	96.7%	89.5%	94.6%
Percent satisfied with school-home relations	93.1%	84.2%	91.1%

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

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 16 out of 17 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. 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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

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	189	98.9	25.8	41.6	32.6	87.1	72.3	83.5	Yes	Yes
Gender										
Male	96	97.9	35.2	39.6	25.3	82.4	65.5	80.1	N/A	N/A
Female	93	100	16.1	43.7	40.2	92	79.3	87	N/A	N/A
Racial/Ethnic Group										
White	138	98.6	22.9	39.7	37.4	92.4	85.6	89.6	Yes	Yes
African American	33	100	35.5	51.6	12.9	74.2	66.1	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	18	100	31.3	37.5	31.3	68.8	73.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	45	95.6	55.8	37.2	7	65.1	44.1	51.7	Yes	Yes
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	31.3	37.5	31.3	68.8	74.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	157	98.7	28.8	41.8	29.5	84.9	70	76.9	Yes	Yes

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

All Students	189	98.9	36	42.1	21.9	77.5	70	80.4	Yes	Yes
Gender										
Male	96	97.9	37.4	39.6	23.1	72.5	63.1	78.4	N/A	N/A
Female	93	100	34.5	44.8	20.7	82.8	77.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	138	98.6	30.5	43.5	26	81.7	80.3	87.8	Yes	Yes
African American	33	100	51.6	41.9	6.5	71	65.3	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	18	100	50	31.3	18.8	56.3	68.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	45	95.6	62.8	27.9	9.3	48.8	40.8	46.1	No	Yes
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	50	31.3	18.8	56.3	70.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	157	98.7	39	41.8	19.2	75.3	68.3	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
Science								
All Students	127	100	43	52.1	5	57	46.6	67.3
Gender								
Male	67	100	40.6	53.1	6.3	59.4	43.8	66.9
Female	60	100	45.6	50.9	3.5	54.4	49.6	67.7
Racial/Ethnic Group								
White	90	100	37.2	55.8	7	62.8	63.7	79.6
African American	27	100	N/A	N/A	N/A	46.2	39.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	41	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	27	100	63	33.3	3.7	37	25.8	33.8
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	42.9	58.6
Socio-Economic Status								
Subsidized meals	102	100	47.9	46.9	5.2	52.1	43.2	55.4

Social Studies

All Students	128	100	26.2	60.7	13.1	73.8	58.1	70.9
Gender								
Male	60	100	27.6	56.9	15.5	72.4	55	70.1
Female	68	100	25	64.1	10.9	75	61.1	71.7
Racial/Ethnic Group								
White	93	100	25.3	60.4	14.3	74.7	73.4	79.2
African American	20	100	22.2	66.7	11.1	77.8	51	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	15	100	38.5	53.8	7.7	61.5	60	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	100	51.9	40.7	7.4	48.1	35.5	39.3
Migrant Status								
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	15	100	38.5	53.8	7.7	61.5	65.7	68
Socio-Economic Status								
Subsidized meals	104	100	30.6	58.2	11.2	69.4	55.4	60.8

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
Writing										
All Students	185	97.8	31.3	48.3	20.5	68.8	55.3	72.1	95.1	96.1
Gender										
Male	96	96.9	41.1	42.2	16.7	58.9	44	65.2	95.5	96
Female	89	98.9	20.9	54.7	24.4	79.1	66.7	79.2	94.8	96.2
Racial/Ethnic Group										
White	138	97.8	26.9	48.5	24.6	73.1	70.5	80.8	94.8	94.5
African American	31	100	41.9	48.4	9.7	58.1	48.3	59.7	96.8	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97
Hispanic	16	93.8	46.7	46.7	6.7	53.3	50.9	64.6	95.4	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	85.6
Disability Status										
Disabled	45	91.1	N/AV	N/AV	N/AV	31.7	17	27.7	93.7	95.3
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	87.4	90.9
English Proficiency										
Limited English Proficient	16	93.8	46.7	46.7	6.7	53.3	54.9	63.7	96	96.6
Socio-Economic Status										
Subsidized meals	151	97.4	35.4	47.2	17.4	64.6	52.1	61.9	94.9	96.1

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
English/Language Arts							
2009	3	71	100	20	28.6	51.4	80
	4	62	100	25.4	45.8	28.8	74.6
	5	69	100	26.9	46.3	26.9	73.1
	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
2010	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
Mathematics							
2009	3	71	100	20	48.6	31.4	80
	4	62	100	22	50.8	27.1	78
	5	69	100	26.9	38.8	34.3	73.1
	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
2010	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
Science							
2009	3	36	100	22.2	58.3	19.4	77.8
	4	62	100	35.6	49.2	15.3	64.4
	5	34	100	20.6	58.8	20.6	79.4
	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
2010	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

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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							
2009	3	36	100	17.1	45.7	37.1	82.9
	4	61	100	20.7	69	10.3	79.3
	5	35	100	36.4	48.5	15.2	63.6
	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
2010	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
Writing							
2009	3	72	98.6	37.1	45.7	17.1	62.9
	4	63	98.4	38.3	41.7	20	61.7
	5	69	98.6	36.4	37.9	25.8	63.6
	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
2010	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

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