

J D LEVER ELEMENTARY

2404 Columbia Hwy. North
Aiken, SC 29805

Grades	PK-5 Elementary School	
Enrollment	563 Students	
Principal	Renee Mack	803-641-2760
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk

* The School's 2010 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 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

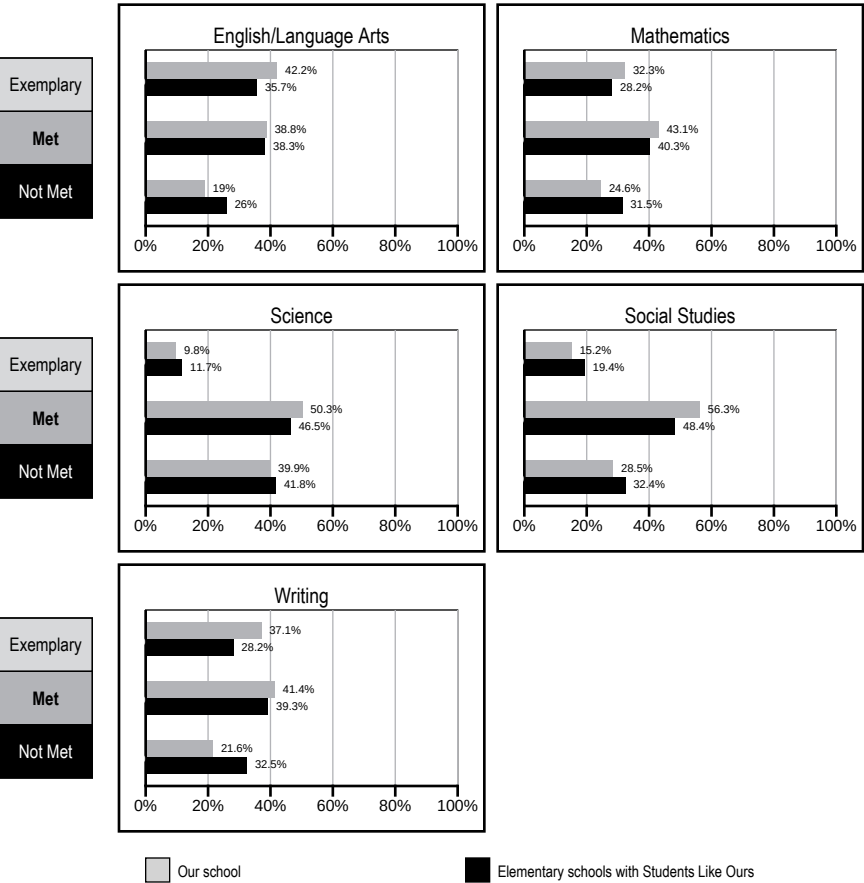
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	98	11	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=563)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Up from 1.4%	1.5%	1.2%
Attendance rate	95.4%	Down from 95.8%	95.7%	96.1%
Eligible for gifted and talented	9.3%	Up from 6.3%	9.7%	11.7%
With disabilities other than speech	8.7%	Up from 6.2%	8.9%	8.0%
Older than usual for grade	0.0%	No Change	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	56.1%	No Change	59.8%	60.5%
Continuing contract teachers	95.1%	Up from 82.9%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.0%	Down from 91.7%	87.5%	87.0%
Teacher attendance rate	93.9%	Down from 95.8%	94.8%	95.4%
Average teacher salary*	\$46,826	Down 2.1%	\$46,781	\$47,288
Professional development days/teacher	7.4 days	Up from 6.9 days	11.1 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.5 to 1	19.2 to 1	19.2 to 1
Prime instructional time	88.4%	Down from 91.1%	89.6%	90.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,520	Down 1.5%	\$7,637	\$7,548
Percent of expenditures for instruction**	70.1%	Down from 71.3%	67.4%	68.7%
Percent of expenditures for teacher salaries**	64.4%	Up from 54.9%	64.4%	65.1%

* 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

J. D. Lever Elementary is a family-friendly community school that involves all stakeholders in the education of children. Our main goals continue to be student achievement, closing the achievement gap, and social and character development. We are very proud of the accomplishments made during the 2009-2010 school year.

J. D. Lever School, in conjunction with the Golden Harvest Food Bank, implemented "The Backpack Program." This program provides healthy, nonperishable weekend snacks for at-risk students. We also participated in the USDA National Breakfast Program which provides free breakfast to all students regardless of income.

Our business partnership with Shaw Industries continues to provide incentives for our students, faculty, and staff. Shaw employees are actively involved in the mentoring program which assists low-performing students with academic support and social interaction skills.

Our collaboration with USC-Aiken continues to flourish with programs such as our on-site Professional Development School (PDS). The PDS program provides college students with "real life" experiences in working with elementary students in classroom settings.

The use of technology, including Smartboards, laptop computers, Airliners, and Senteos Response Systems (SRS), assists students in being more prepared for the future.

Various evening workshops, including Internet Safety and Make-a-Book programs, allowed parents to become actively involved in their child's learning.

Students are rewarded for displaying positive character traits through the "Caught Being Good" and "Terrific Kids" programs.

The School Improvement Council (SIC) worked closely with the Title I Committee in developing goals that assist in providing a positive and safe learning environment.

Mrs. Carolyn Williams, a Reading Interventionist, earned National Board Certification. Mrs. Dawn Bryant and Mrs. Margaret Green both earned their Master's Degree.

Teachers were awarded more than \$3,000.00 in grants.

The administration, faculty, and staff at J. D. Lever look forward to another year of collaborative teaching and learning. We anticipate the challenges of the upcoming school year and embrace each day as an opportunity to make a positive difference in the lives of our students. We are thankful for the support of the parents, volunteers, and community partners. By working together, we can be successful in educating our leaders of tomorrow.

Renee Mack, Principal

Dr. Tim Lintner, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	80	51
Percent satisfied with learning environment	97.7%	97.5%	87.8%
Percent satisfied with social and physical environment	97.7%	94.9%	96.1%
Percent satisfied with school-home relations	100.0%	91.1%	89.8%

* 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	YES
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This school met 17 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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	257	99.6	19	38.8	42.2	90.5	85.1	83.5	Yes	Yes
Gender										
Male	137	99.3	17.5	40	42.5	90	82.1	80.1	N/A	N/A
Female	120	100	20.5	37.5	42	91.1	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	145	99.3	11.3	36.1	52.6	94.7	89.8	89.6	Yes	Yes
African American	87	100	32.5	49.4	18.2	83.1	77.6	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
Hispanic	22	100	21.1	15.8	63.2	89.5	81.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
Disability Status										
Disabled	28	96.4	52.2	34.8	13	56.5	50.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	19	14.3	66.7	90.5	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	199	100	21.9	41	37.1	88.8	79.4	76.9	Yes	Yes

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

All Students	257	100	24.6	43.1	32.3	85.3	79.8	80.4	Yes	Yes
Gender										
Male	137	100	21.7	39.2	39.2	86.7	78.1	78.4	N/A	N/A
Female	120	100	27.7	47.3	25	83.9	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	145	100	14.3	42.1	43.6	94	86.1	87.8	Yes	Yes
African American	87	100	41.6	50.6	7.8	71.4	70	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	22	100	26.3	26.3	47.4	78.9	76.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	28	100	60.9	26.1	13	56.5	43.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	23.8	28.6	47.6	81	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	199	100	29.8	43.8	26.4	81.5	72.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	169	100	39.9	50.3	9.8	60.1	65.3	67.3
Gender								
Male	85	100	38.7	52	9.3	61.3	65.8	66.9
Female	84	100	41	48.7	10.3	59	64.8	67.7
Racial/Ethnic Group								
White	92	100	24.1	60.2	15.7	75.9	76.4	79.6
African American	61	100	66.1	32.1	1.8	33.9	48.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.4
Hispanic	15	100	30.8	61.5	7.7	69.2	53.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
Disability Status								
Disabled	15	100	N/A	N/A	N/A	30.8	29.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	13	100	28.6	64.3	7.1	71.4	53.7	58.6
Socio-Economic Status								
Subsidized meals	130	100	47.5	46.6	5.9	52.5	53	55.4

Social Studies

All Students	170	100	28.5	56.3	15.2	71.5	66.2	70.9
Gender								
Male	93	100	27.8	57	15.2	72.2	66.5	70.1
Female	77	100	29.2	55.6	15.3	70.8	66	71.7
Racial/Ethnic Group								
White	95	100	19.5	62.1	18.4	80.5	73.7	79.2
African American	57	100	44.9	49	6.1	55.1	53.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	80.3	86.8
Hispanic	15	100	25	50	25	75	65.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	71.2
Disability Status								
Disabled	19	100	64.3	28.6	7.1	35.7	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	12	100	23.1	53.8	23.1	76.9	65.1	68
Socio-Economic Status								
Subsidized meals	128	100	35.1	51.4	13.5	64.9	55.5	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	253	100	21.6	41.4	37.1	78.4	73.1	72.1	95.4	95.9
Gender										
Male	134	100	25.8	40	34.2	74.2	66.6	65.2	95.1	95.8
Female	119	100	17	42.9	40.2	83	80	79.2	95.8	96
Racial/Ethnic Group										
White	141	100	16.5	36.1	47.4	83.5	79.8	80.8	95.5	95.7
African American	87	100	29.9	51.9	18.2	70.1	62.9	59.7	95.3	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	87	89.1	97.6
Hispanic	22	100	21.1	36.8	42.1	78.9	66.1	64.6	95.7	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	73.4	97.2	96.4
Disability Status										
Disabled	27	100	56	40	4	44	24.3	27.7	94.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	20	100	19	38.1	42.9	81	65.3	63.7	96.8	96.5
Socio-Economic Status										
Subsidized meals	197	100	24.2	43.3	32.6	75.8	63.6	61.9	95.1	95.3

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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	86	100	22.8	31.6	45.6	77.2
	4	95	100	37.9	39.1	23	62.1
	5	115	100	21.5	49.5	29	78.5
	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
2010	3	91	100	15	33.8	51.3	85
	4	82	98.8	23.6	38.9	37.5	76.4
	5	84	100	18.8	43.8	37.5	81.3
	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	86	100	32.9	38	29.1	67.1
	4	95	100	36.8	47.1	16.1	63.2
	5	115	100	26.2	56.1	17.8	73.8
	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	91	100	27.5	35	37.5	72.5
	4	82	100	22.2	54.2	23.6	77.8
	5	84	100	23.8	41.3	35	76.3
	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	44	100	35.9	56.4	7.7	64.1
	4	95	100	49.4	49.4	1.1	50.6
	5	59	100	34	64.2	1.9	66
	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	45	100	48.8	31.7	19.5	51.2
	4	82	100	37.5	56.9	5.6	62.5
	5	42	100	35	57.5	7.5	65
	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	42	100	35	40	25	65
	4	95	100	37.9	54	8	62.1
	5	56	100	37	50	13	63
	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	46	100	23.1	51.3	25.6	76.9
	4	82	100	29.2	58.3	12.5	70.8
	5	42	100	32.5	57.5	10	67.5
	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
Writing							
2009	3	85	98.8	39.7	30.8	29.5	60.3
	4	95	99	50	40.7	9.3	50
	5	114	100	32.4	44.4	23.1	67.6
	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	91	100	17.5	37.5	45	82.5
	4	80	100	23.6	40.3	36.1	76.4
	5	82	100	23.8	46.3	30	76.3
	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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