



J D Lever Elementary

2404 Columbia Hwy. North
Aiken, SC 29805

Grades	PK-5 Elementary School	
Enrollment	619 Students	
Principal	Renee Mack	803-641-2760
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average
2004	Good	Good

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

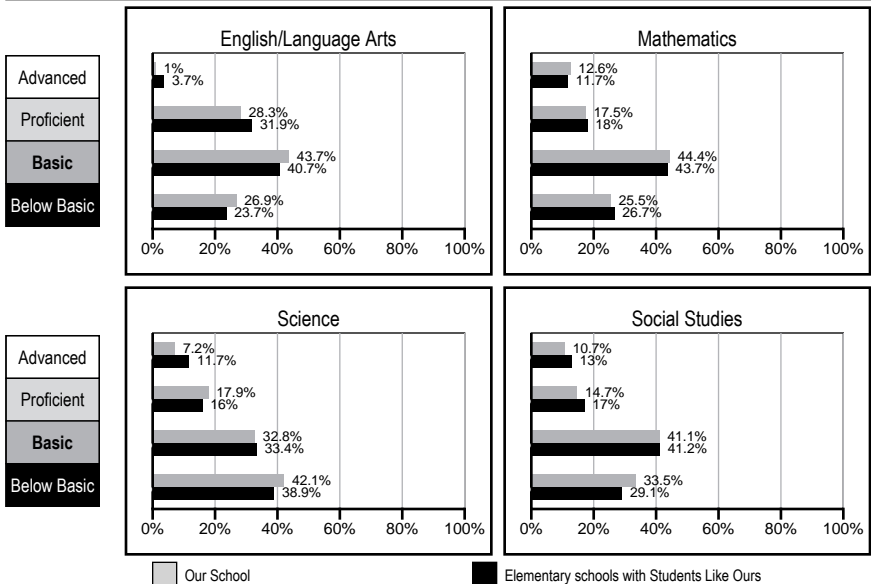
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	33	54	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
Students (n=619)				
First graders who attended full-day kindergarten	92.1%	Up from 82.8%	100.0%	100.0%
Retention rate	2.3%	Up from 1.9%	2.9%	2.3%
Attendance rate	96.0%	Up from 95.6%	96.1%	96.3%
Eligible for gifted and talented	8.2%	Up from 7.6%	8.9%	10.4%
With disabilities other than speech	6.5%	Down from 7.0%	9.0%	7.5%
Older than usual for grade	0.4%	Down from 2.0%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	50.0%	Up from 48.7%	54.8%	56.7%
Continuing contract teachers	69.0%	Down from 82.1%	78.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.7%	Up from 88.6%	86.6%	86.4%
Teacher attendance rate	96.6%	Up from 95.6%	94.7%	94.9%
Average teacher salary	\$45,059	Down 0.9%	\$45,116	\$45,345
Professional development days/teacher	6.8 days	Up from 6.7 days	13.0 days	12.6 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 19.3 to 1	18.5 to 1	18.5 to 1
Prime instructional time	92.3%	Up from 90.8%	89.1%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,200	Up 9.7%	\$7,234	\$7,052
Percent of expenditures for instruction*	72.8%	Up from 71.7%	68.4%	69.1%
Percent of expenditures for teacher salaries*	67.3%	Up from 66.9%	63.4%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At J. D. Lever Elementary School, our main emphasis continues to be on student achievement. We strive to involve all stakeholders in continuous school improvement to address the challenges of rapid growth and accountability. We are very proud of the accomplishments made during the 2007-2008 school year. A few accomplishments are highlighted below:

We received the Red Carpet School Award to recognize our success at creating a family-friendly school environment and providing excellent customer service.

Dr. Bridget Coleman, Gifted and Talented teacher, was presented the first Public Education Partners "Championship Award" for the Aiken County School District for her promotion of innovative and collaborative instructional strategies used in the classroom.

Our collaboration with USC-Aiken continues to flourish with programs such as 'Geography First', a program promoting Social Studies with first grade students, and an undergraduate Math Methods course taught on campus during the school day to give college students real experience implementing math strategies in the classroom and assisting students in the Science/Math enrichment class.

Mrs. Dawn Bryant, second grade teacher, had her article "Mapping a Secret" published in The Geography Teacher Magazine.

We were awarded a South Carolina Geographic Alliance Society grant, "So, You Want to be a Pirate: Using GPS Units to Treasure Hunt." First graders will use handheld GPS units to increase their geographic competence and confidence.

We received a "USDA Fresh Fruits and Vegetable Grant" to educate our students on making better food choices to promote healthy lifestyles.

Mr. Rod Patterson, fourth grade teacher, and Dr. Bridget Coleman received a WSRC 2008 Excellence in Teaching Grant- "Exploring Climate Connections with Robots."

Our business partnership with Shaw Industries continues to provide incentives for our students, faculty and staff. Shaw employees are actively involved in the various activities in our school.

Renee Mack, Principal
 Dr. Tim Lintner, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	91	54
Percent satisfied with learning environment	100.0%	87.9%	88.7%
Percent satisfied with social and physical environment	100.0%	84.6%	90.7%
Percent satisfied with school-home relations	100.0%	89.0%	90.4%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 12 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

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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	310	99.4	26.3	43.9	28.4	1.4	39.6	49.8	48.2	Yes	Yes
Gender											
Male	168	99.4	30.8	44.9	23.7	0.6	34.6	43.8	41.7	N/A	N/A
Female	142	99.3	20.9	42.6	34.1	2.3	45.7	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	194	100	20.6	43.9	33.9	1.6	45	59.8	60	Yes	Yes
African American	90	100	40	45.3	13.3	1.3	25.3	33.8	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	22	90.9	33.3	38.9	27.8	0	33.3	39.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	39	100	69.4	22.2	5.6	2.8	11.1	15.2	16	I/S	I/S
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
English Proficiency											
Limited English Proficient	22	90.9	33.3	38.9	27.8	0	33.3	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	230	99.1	29.6	45.1	23.8	1.5	35	35.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	310	100	25.4	44.3	17.4	12.9	40.4	46.9	45.8	No	Yes
Gender											
Male	168	100	22.3	44.6	21	12.1	45.9	47.9	45.6	N/A	N/A
Female	142	100	29.2	43.8	13.1	13.8	33.8	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	194	100	17.5	42.9	23.3	16.4	50.3	57.2	59	Yes	Yes
African American	90	100	41.3	49.3	5.3	4	16	29.7	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	22	100	45	45	5	5	30	40.1	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	39	100	58.3	33.3	2.8	5.6	13.9	15.8	17.1	I/S	I/S
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
English Proficiency											
Limited English Proficient	22	100	45	45	5	5	25	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	230	100	31.3	46.6	12	10.1	32.7	32.8	31.4	No	Yes

* 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
Science											
All Students	212	100	41.8	32.7	17.9	7.7	25.5	34.1	35.7	96	95.9
Gender											
Male	109	100	36.6	33.7	21.8	7.9	29.7	36.6	37.4	95.8	95.8
Female	103	100	47.4	31.6	13.7	7.4	21.1	31.3	33.8	96.3	96.1
Racial/Ethnic Group											
White	125	100	30.3	36.9	23	9.8	32.8	45.2	49.2	96.2	95.9
African American	66	100	65.5	27.3	5.5	1.8	7.3	16.4	17	95.6	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	98.3	97.6
Hispanic	17	100	56.3	25	18.8	0	18.8	24	24.9	96.2	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	99.7	95.8
Disability Status											
Disabled	28	100	69.2	19.2	7.7	3.8	11.5	12.8	14	94.8	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	17	100	56.3	25	18.8	0	18.8	28	24.4	96.2	96.5
Socio-Economic Status											
Subsided meals	169	100	47.4	32.5	14.9	5.2	20.1	20.4	21.1	95.6	95.2
Social Studies											
All Students	212	100	33.3	40.9	15.2	10.6	25.8	30.3	34	96	95.9
Gender											
Male	118	100	29.5	36.6	20.5	13.4	33.9	33.8	36.6	95.8	95.8
Female	94	100	38.4	46.5	8.1	7	15.1	26.5	31.3	96.3	96.1
Racial/Ethnic Group											
White	137	100	28.1	42.2	16.3	13.3	29.6	38.6	44.5	96.2	95.9
African American	59	100	46	38	12	4	16	17	19.1	95.6	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	98.3	97.6
Hispanic	14	100	41.7	41.7	16.7	0	16.7	20.3	27.5	96.2	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	99.7	95.8
Disability Status											
Disabled	24	100	56.5	39.1	4.3	0	4.3	10.7	14.4	94.8	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	14	100	41.7	50	8.3	0	8.3	23.9	27.3	96.2	96.5
Socio-Economic Status											
Subsided meals	153	100	39.6	39.6	13.7	7.2	20.9	18.6	21	95.6	95.2

* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	116	99.1	12.1	44.9	40.2	2.8	43
	4	96	100	17.8	54.4	25.6	2.2	27.8
	5	98	100	17.6	50.6	31.8	0	31.8
	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	99	99	23.6	32.6	41.6	2.2	43.8
	4	114	99.1	31.1	48.1	19.8	0.9	20.8
	5	97	100	23.3	50	25.6	1.1	26.7
	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	116	100	19.4	56.5	18.5	5.6	24.1
	4	96	100	17.8	52.2	11.1	18.9	30
	5	98	100	15.3	56.5	14.1	14.1	28.2
	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	99	100	23.3	47.8	16.7	12.2	28.9
	4	114	100	31.8	39.3	16.8	12.1	29
	5	97	100	20	46.7	18.9	14.4	33.3
	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	59	100	37.7	43.4	15.1	3.8	18.9
	4	96	100	48.9	27.3	13.6	10.2	23.9
	5	49	100	47.6	31	14.3	7.1	21.4
	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	50	100	22.2	33.3	40	4.4	44.4
	4	114	100	44.9	37.4	11.2	6.5	17.8
	5	48	100	54.5	20.5	11.4	13.6	25
	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	59	100	22.6	45.3	22.6	9.4	32.1
	4	96	100	34.1	39.8	14.8	11.4	26.1
	5	49	100	32.6	44.2	9.3	14	23.3
	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	49	100	11.1	48.9	26.7	13.3	40
	4	114	100	39.3	40.2	11.2	9.3	20.6
	5	49	100	41.3	34.8	13	10.9	23.9
	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

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