



## ALEXANDER ELEMENTARY

1601 W. Bramlett Road  
Greenville, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	354 Students	
<b>Principal</b>	Leda Young	864-355-1000
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# 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	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below 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

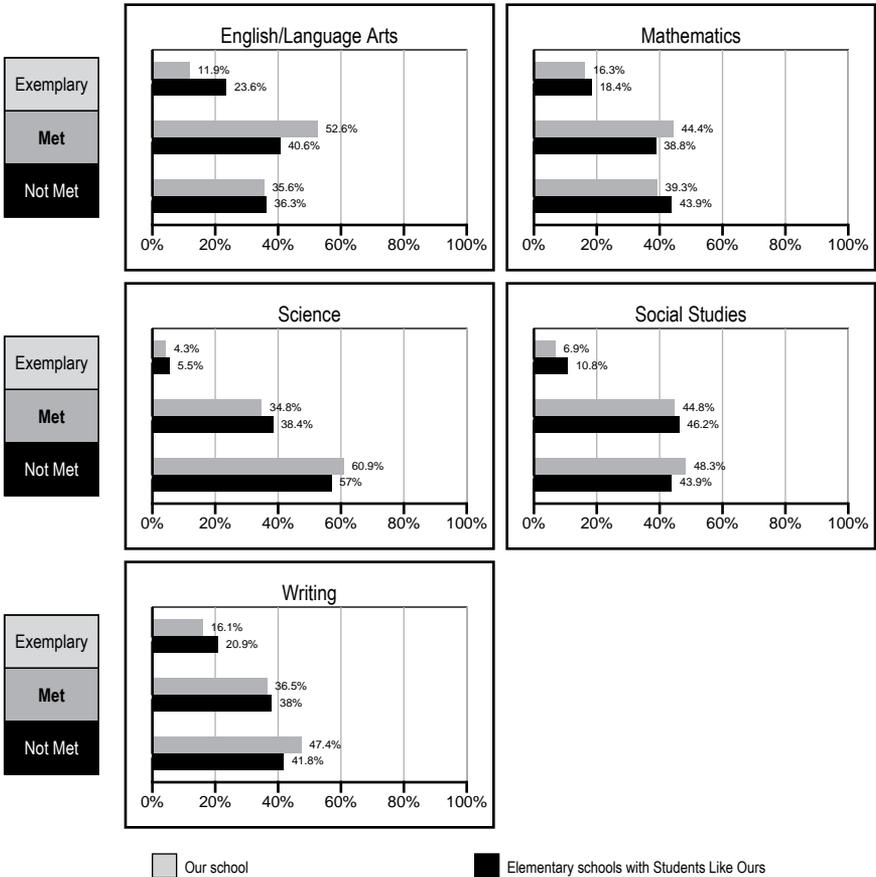
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	55	47	21

\* 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
<b>Students (n=354)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 0.8%	1.4%	1.2%
Attendance rate	96.0%	Up from 95.6%	95.9%	96.1%
Eligible for gifted and talented	2.8%	No Change	4.1%	11.7%
With disabilities other than speech	11.5%	Down from 13.3%	8.5%	8.0%
Older than usual for grade	0.0%	Down from 1.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	70.0%	Up from 61.3%	59.4%	60.5%
Continuing contract teachers	90.0%	Up from 77.4%	78.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.7%	Up from 86.5%	82.1%	87.0%
Teacher attendance rate	97.7%	Up from 94.0%	95.2%	95.4%
Average teacher salary*	\$46,604	Up 2.0%	\$45,164	\$47,288
Professional development days/teacher	5.6 days	Down from 29.7 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 17.0 to 1	17.1 to 1	19.2 to 1
Prime instructional time	93.7%	Up from 89.3%	90.5%	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	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$9,145	Up 9.9%	\$8,918	\$7,548
Percent of expenditures for instruction**	68.9%	Up from 67.7%	67.7%	68.7%
Percent of expenditures for teacher salaries**	65.5%	Up from 64.2%	62.1%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Alexander Elementary is committed to providing a quality instructional program which promotes high academic achievement for a diverse student population.

Alexander is accredited by the Southern Association of Colleges and Schools and the South Carolina Department of Education. The school has an all clear rating.

Our school, with an instructional team of approximately 43, offers an educational program that gives each student opportunities to excel. Teachers use best practices to deliver a curriculum that is aligned to the South Carolina state standards. Students and teachers track MAP, Accelerated Reader, Aims-web, and other student achievement data, using data notebooks and data walls. All instructional settings in the school are outfitted with Promethean Boards, Activotes (student response system) laptop computer, and desktop computers.

Two scientifically research based reading programs, Soar to Success and Early Reading Intervention, were successfully used in our Response to Intervention program.

Alexander received a "Below Average" Report Card Rating for the 2008-2009 school year meeting 19 out of 21 objectives for "Annual Yearly Progress" (AYP), an improvement from 2007-2008 where 14 out of 23 objectives were met.

We are proud to serve a wonderful group of students who are "Respectful, Responsible, and Ready to Learn" each day.

Leda Young, Principal  
Melvin McDaniel, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	34	25
Percent satisfied with learning environment	100.0%	100.0%	95.8%
Percent satisfied with social and physical environment	96.6%	97.1%	87.5%
Percent satisfied with school-home relations	65.5%	87.9%	95.8%

\* 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

This school met 23 out of 23 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

CA-DELAY

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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	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

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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 = 58.8% (Met or Exemplary)**

All Students	155	99.4	35.6	52.6	11.9	74.8	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	78	98.7	44.1	47.1	8.8	67.6	81.3	80.1	N/A	N/A
Female	77	100	26.9	58.2	14.9	82.1	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	47	97.9	36.1	41.7	22.2	72.2	90	89.6	I/S	Yes
African American	58	100	34	56.6	9.4	77.4	73.4	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.3	92.7	I/S	I/S
Hispanic	49	100	35.6	57.8	6.7	75.6	78.4	79.6	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	N/A	N/A	N/A	54.2	53.3	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	41	100	37.5	55	7.5	72.5	78.7	79	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	155	99.4	35.6	52.6	11.9	74.8	76.1	76.9	Yes	Yes

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

All Students	155	100	39.3	44.4	16.3	73.3	82	80.4	Yes	Yes
<b>Gender</b>										
Male	78	100	41.2	47.1	11.8	69.1	80.5	78.4	N/A	N/A
Female	77	100	37.3	41.8	20.9	77.6	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	47	100	36.1	44.4	19.4	72.2	87.7	87.8	I/S	Yes
African American	58	100	41.5	49.1	9.4	67.9	68.4	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.9	93.5	I/S	I/S
Hispanic	49	100	37.8	40	22.2	82.2	78.3	78.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	N/A	N/A	N/A	33.3	46.1	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	41	100	35	40	25	82.5	79.2	78.9	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	155	100	39.3	44.4	16.3	73.3	72.9	72.8	Yes	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	104	99	60.9	34.8	4.3	39.1	70.6	67.3
<b>Gender</b>								
Male	55	100	64.6	33.3	2.1	35.4	70.1	66.9
Female	49	98	56.8	36.4	6.8	43.2	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	31	100	62.5	29.2	8.3	37.5	80.2	79.6
African American	40	100	65.8	31.6	2.6	34.2	50.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	33	97	53.3	43.3	3.3	46.7	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
<b>Disability Status</b>								
Disabled	17	100	N/A	N/A	N/A	12.5	33.9	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	28	96.4	55.6	40.7	3.7	44.4	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	104	99	60.9	34.8	4.3	39.1	57.1	55.4
<b>Social Studies</b>								
All Students	100	100	48.3	44.8	6.9	51.7	73.2	70.9
<b>Gender</b>								
Male	48	100	45.2	47.6	7.1	54.8	72.8	70.1
Female	52	100	51.1	42.2	6.7	48.9	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	30	100	50	45.5	4.5	50	79.8	79.2
African American	41	100	59.5	37.8	2.7	40.5	57.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.9	86.8
Hispanic	28	100	29.6	55.6	14.8	70.4	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
<b>Disability Status</b>								
Disabled	17	100	76.5	17.6	5.9	23.5	40	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	22	100	30.4	56.5	13	69.6	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	100	100	48.3	44.8	6.9	51.7	61.6	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
<b>Writing</b>										
All Students	153	100	47.4	36.5	16.1	52.6	74	72.1	96	96.2
<b>Gender</b>										
Male	75	100	61.8	30.9	7.4	38.2	67.2	65.2	95.8	96.2
Female	78	100	33.3	42	24.6	66.7	81.1	79.2	96.2	96.3
<b>Racial/Ethnic Group</b>										
White	47	100	34.2	44.7	21.1	65.8	81.6	80.8	94.5	96.1
African American	58	100	47.2	37.7	15.1	52.8	58.6	59.7	96.2	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.8	87	92.8	97.5
Hispanic	47	100	57.8	28.9	13.3	42.2	63.1	64.6	97	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	96.1	94.8
<b>Disability Status</b>										
Disabled	25	100	70.8	25	4.2	29.2	29.5	27.7	94	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
<b>English Proficiency</b>										
Limited English Proficient	39	100	60	27.5	12.5	40	62.9	63.7	97.2	97
<b>Socio-Economic Status</b>										
Subsidized meals	150	100	47	37.3	15.7	53	61.1	61.9	96	95.6

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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	50	100	45.2	33.3	21.4	54.8
	4	55	98.2	60	36	4	40
	5	55	100	40.7	50	9.3	59.3
	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
<b>2010</b>	3	51	98	34.9	44.2	20.9	65.1
	4	49	100	38.6	54.5	6.8	61.4
	5	55	100	33.3	58.3	8.3	66.7
	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>Mathematics</b>							
<b>2009</b>	3	50	100	42.9	38.1	19	57.1
	4	55	100	48	40	12	52
	5	55	100	46.3	38.9	14.8	53.7
	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>2010</b>	3	51	100	46.5	34.9	18.6	53.5
	4	49	100	45.5	43.2	11.4	54.5
	5	55	100	27.1	54.2	18.8	72.9
	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>Science</b>							
<b>2009</b>	3	25	100	57.1	38.1	4.8	42.9
	4	55	100	56	42	2	44
	5	28	100	N/AV	N/AV	N/AV	42.9
	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>2010</b>	3	27	96.3	69.6	21.7	8.7	30.4
	4	49	100	54.5	43.2	2.3	45.5
	5	28	100	64	32	4	36
	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
<b>Social Studies</b>							
<b>2009</b>	3	25	100	28.6	52.4	19	71.4
	4	55	100	48	46	6	52
	5	27	100	46.2	38.5	15.4	53.8
	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
<b>2010</b>	3	24	100	35	50	15	65
	4	49	100	54.5	40.9	4.5	45.5
	5	27	100	47.8	47.8	4.3	52.2
	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>Writing</b>							
<b>2009</b>	3	52	96.2	48.8	27.9	23.3	51.2
	4	57	98.3	64.7	29.4	5.9	35.3
	5	57	98.3	52.7	38.2	9.1	47.3
	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
<b>2010</b>	3	48	100	52.3	27.3	20.5	47.7
	4	49	100	47.7	38.6	13.6	52.3
	5	56	100	42.9	42.9	14.3	57.1
	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

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