



Alexander Elementary

1601 W. Bramlett Road
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	381 Students	
Principal	Leda Young	864-355-1000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

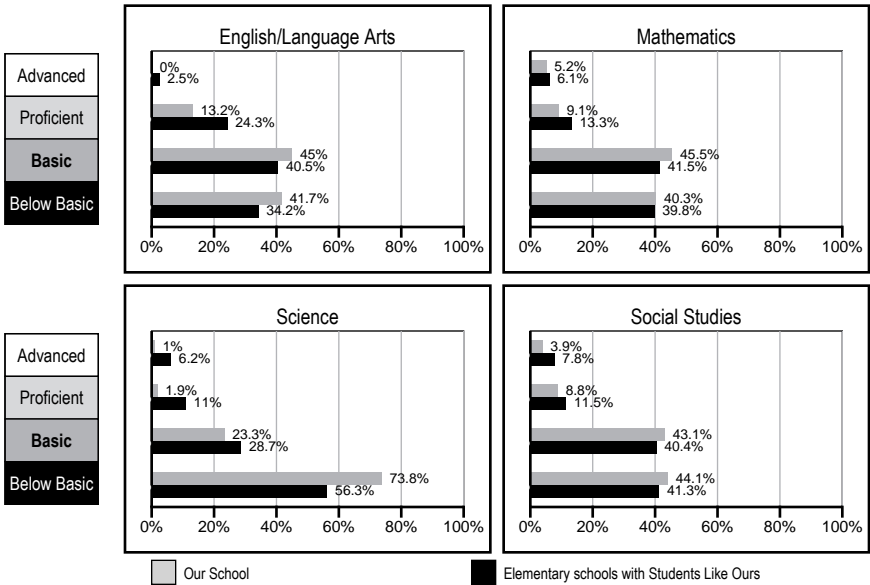
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	42	60

* 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=381)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 4.5%	3.1%	2.3%
Attendance rate	96.0%	Up from 95.7%	96.0%	96.3%
Eligible for gifted and talented	1.6%	Down from 1.9%	2.7%	10.4%
With disabilities other than speech	12.0%	Up from 11.3%	7.6%	7.5%
Older than usual for grade	1.7%	Up from 1.6%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	58.1%	Down from 62.1%	53.3%	56.7%
Continuing contract teachers	77.4%	Down from 89.7%	67.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.0%	Up from 84.1%	82.3%	86.4%
Teacher attendance rate	96.9%	Up from 96.4%	94.8%	94.9%
Average teacher salary	\$42,960	Down 0.3%	\$43,616	\$45,345
Professional development days/teacher	9.0 days	Up from 8.5 days	13.4 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Down from 16.1 to 1	16.3 to 1	18.5 to 1
Prime instructional time	90.9%	Up from 90.5%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Up from 97.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,922	Down 0.7%	\$8,241	\$7,052
Percent of expenditures for instruction*	66.4%	Down from 67.1%	68.1%	69.1%
Percent of expenditures for teacher salaries*	63.8%	Down from 67.1%	60.3%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Alexander Elementary is devoted to carrying out our mission of promoting high academic achievement for all students. We work to meet the challenges and needs of a diverse population by partnering with the business community, civic organizations, local universities, and high school service learning students.

Alexander Elementary is accredited by the Southern Association of Colleges and Schools and the South Carolina department of Education. The school has an "All Clear" rating. There are many strengths of the school: a customer service focus for all stakeholders, technology availability, access to data to improve student learning, and a commitment to helping all students succeed.

The school received an "unsatisfactory" report card rating in 2006-2007. The school met 11 out of 17 objectives for AYP. We realize that our challenges are to improve achievement in all academic areas. This year, as a professional learning community, our staff used a variety of data to set goals, implement research-based instructional practices, and evaluate student learning. The school implements the Four Block Model for language arts delivery. Compass Learning Odyssey software is used to enhance reading and math skills. The school employs a full-time computer lab teacher and a full-time science lab teacher for students in grades K through 5.

Students in K through 5 track their attendance and behavior. Students are rewarded for positive behavior through Eagle Bay, our online school store. Students receive weekly Eagle Gram postcards from staff members acknowledging good behavior and academic efforts.

This year, more opportunities were given to parents to become involved in our school and community. Parents served on the School Improvement Council, PTA, and Title I Planning Committee. This year, we offered GED classes, a Basic Computer course, and English classes for Hispanic parents, all of which parents successfully completed.

The School Improvement Council meets monthly to monitor school goals, serve as an advisory board, and to write the strategic plan. The School Improvement Council sponsors the Wee Eagle orientation for rising kindergarten students, the MAP incentive activities, and the PACT pep rally.

Leda Young, Principal
Antonia Gray, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	41	27
Percent satisfied with learning environment	100.0%	90.2%	74.1%
Percent satisfied with social and physical environment	96.4%	82.9%	84.6%
Percent satisfied with school-home relations	58.6%	97.6%	88.9%

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

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School Adequate Yearly Progress

NO

This school met 14 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

Continuing School Improvement

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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	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	176	99.4	41.7	45	13.2	0	26.5	52.4	48.2	No	Yes
Gender											
Male	91	98.9	51.3	36.8	11.8	0	19.7	46.1	41.7	N/A	N/A
Female	85	100	32	53.3	14.7	0	33.3	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	43	100	33.3	56.7	10	0	33.3	62.3	60	I/S	Yes
African American	70	100	40.3	43.3	16.4	0	34.3	31.7	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	62	98.4	47.2	41.5	11.3	0	13.2	36.7	38.4	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	29	100	87.5	12.5	0	0	4.2	20.3	16	I/S	I/S
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	53	98.1	47.7	38.6	13.6	0	15.9	36.1	36.9	No	Yes
Socio-Economic Status											
Subsided meals	164	99.4	43	44.4	12.7	0	26.8	34.3	34	No	Yes

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

All Students	176	100	39.1	46.4	9.3	5.3	25.8	49.5	45.8	No	Yes
Gender											
Male	91	100	46.1	35.5	11.8	6.6	27.6	49.9	45.6	N/A	N/A
Female	85	100	32	57.3	6.7	4	24	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	43	100	30	63.3	3.3	3.3	13.3	59.4	59	I/S	Yes
African American	70	100	38.8	40.3	13.4	7.5	34.3	27.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	62	100	43.4	45.3	7.5	3.8	22.6	37.4	38.1	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	29	100	70.8	25	0	4.2	8.3	20.1	17.1	I/S	I/S
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	53	100	38.6	45.5	11.4	4.5	25	38.4	38.7	No	Yes
Socio-Economic Status											
Subsided meals	164	100	40.1	45.8	8.5	5.6	24.6	32.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	117	100	73.3	23.8	2	1	3	39.3	35.7	96	96.5
Gender											
Male	62	100	69.2	28.8	0	1.9	1.9	41.6	37.4	95.8	96.4
Female	55	100	77.6	18.4	4.1	0	4.1	36.9	33.8	96.1	96.6
Racial/Ethnic Group											
White	29	100	66.7	28.6	4.8	0	4.8	49.7	49.2	94.5	96.4
African American	41	100	69.2	28.2	0	2.6	2.6	18.2	17	96	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	95.6	97.7
Hispanic	46	100	80	17.5	2.5	0	2.5	23.7	24.9	97.1	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	98.2	95.3
Disability Status											
Disabled	16	100	100	0	0	0	0	16.3	14	95.1	95.5
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	97.2	96.4
English Proficiency											
Limited English Proficient	40	100	73.5	23.5	2.9	0	2.9	22.6	24.4	97.4	97.2
Socio-Economic Status											
Subsided meals	108	100	75.8	21.1	2.1	1.1	3.2	21.3	21.1	96.1	95.8
Social Studies											
All Students	119	99.2	44.1	43.1	8.8	3.9	12.7	38.1	34	96	96.5
Gender											
Male	66	98.5	47.4	40.4	8.8	3.5	12.3	41	36.6	95.8	96.4
Female	53	100	40	46.7	8.9	4.4	13.3	35	31.3	96.1	96.6
Racial/Ethnic Group											
White	25	96	44.4	44.4	11.1	0	11.1	46.1	44.5	94.5	96.4
African American	54	100	49	33.3	9.8	7.8	17.6	20.5	19.1	96	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	95.6	97.7
Hispanic	39	100	34.4	59.4	6.3	0	6.3	27.7	27.5	97.1	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	98.2	95.3
Disability Status											
Disabled	22	100	84.2	10.5	0	5.3	5.3	17.1	14.4	95.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	97.2	96.4
English Proficiency											
Limited English Proficient	33	100	34.6	57.7	7.7	0	7.7	27.6	27.3	97.4	97.2
Socio-Economic Status											
Subsided meals	112	99.1	43.8	42.7	9.4	4.2	13.5	22.8	21	96.1	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	51	100	28.2	35.9	30.8	5.1	35.9	
	4	62	100	35.2	61.1	3.7	0	3.7	
	5	44	95.5	41.2	50	8.8	0	8.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	32.6	43.5	23.9	0	23.9	
	4	60	100	44.2	44.2	11.5	0	11.5	
	5	60	98.3	47.2	47.2	5.7	0	5.7	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	51	100	38.5	43.6	12.8	5.1	17.9	
	4	62	100	59.3	31.5	9.3	0	9.3	
	5	44	97.7	37.1	42.9	14.3	5.7	20	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	37	34.8	17.4	10.9	28.3	
	4	60	100	34.6	53.8	7.7	3.8	11.5	
	5	60	100	45.3	49.1	3.8	1.9	5.7	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	26	100	42.1	36.8	21.1	0	21.1	
	4	62	100	75.9	16.7	7.4	0	7.4	
	5	21	100	64.7	29.4	0	5.9	5.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	52.2	39.1	8.7	0	8.7	
	4	60	100	76.9	21.2	0	1.9	1.9	
	5	30	100	84.6	15.4	0	0	0	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	25	100	45	25	15	15	30	
	4	62	100	53.7	44.4	1.9	0	1.9	
	5	23	91.3	52.9	35.3	11.8	0	11.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	29	100	8.7	52.2	21.7	17.4	39.1	
	4	60	100	55.8	40.4	3.8	0	3.8	
	5	30	96.7	51.9	40.7	7.4	0	7.4	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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