

ALEXANDER ELEMENTARY

1601 W. Bramlett Road
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	385 Students	
Principal	Leda Young	864-355-1000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Below Average**	**Average**
2010	Below Average	Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	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 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.

http://ed.sc.gov
http://.eoc.sc.gov

ALEXANDER ELEMENTARY	11/09/11-2301028

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

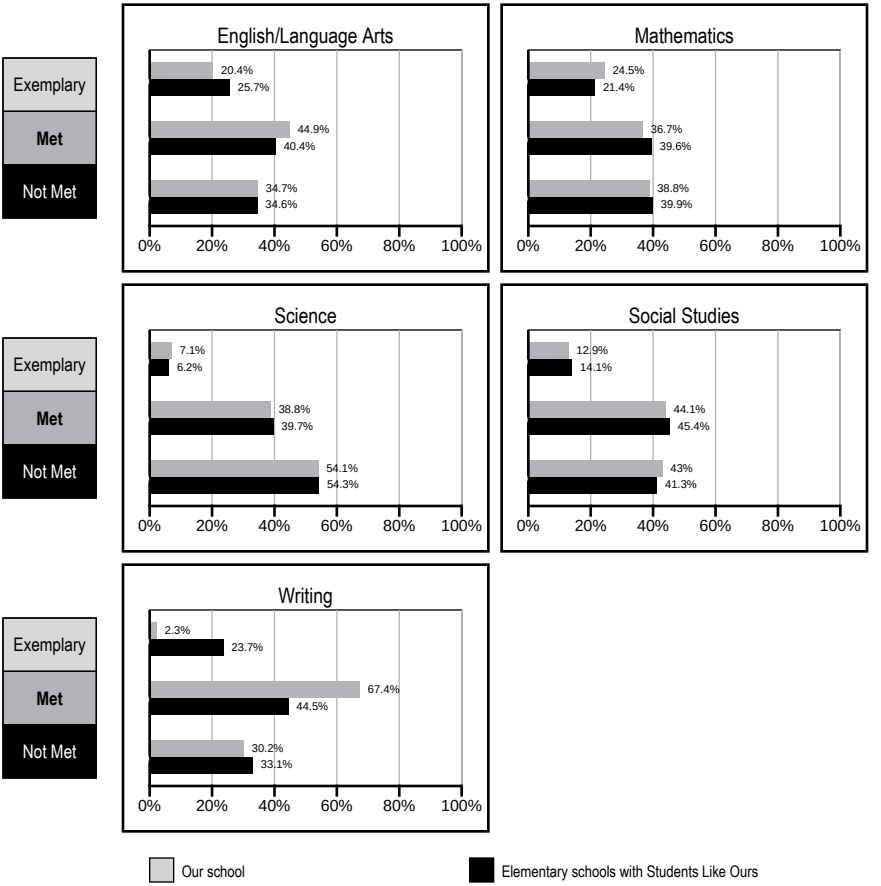
Percent of students tested in 2010-11 whose 2009-10 test scores were located	98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	61	43	18

* Ratings are calculated with data available by 11/09/2011.

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=385)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.6%	1.5%	1.1%
Attendance rate	96.3%	Up from 96.0%	96.0%	96.2%
Served by gifted and talented program	2.4%	Down from 2.8%	5.1%	13.4%
With disabilities other than speech	5.8%	Down from 11.5%	4.4%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	64.5%	Down from 70.0%	61.4%	62.5%
Continuing contract teachers	93.5%	Up from 90.0%	81.7%	88.2%
Teachers returning from previous year	92.6%	Up from 89.7%	84.6%	87.8%
Teacher attendance rate	96.3%	Down from 97.7%	95.2%	95.2%
Average teacher salary*	$47,094	Up 1.1%	$45,180	$46,773
Professional development days/teacher	10.6 days	Up from 5.6 days	10.8 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	14.7 to 1	Down from 18.1 to 1	17.5 to 1	19.9 to 1
Prime instructional time	91.6%	Down from 93.7%	90.1%	90.4%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	$9,635	Up 5.4%	$8,566	$7,447
Percent of expenditures for instruction**	67.2%	Down from 68.9%	67.6%	68.4%
Percent of expenditures for teacher salaries**	65.7%	Up from 65.5%	63.9%	65.8%

* 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

At Alexander Elementary we are respectful, responsible and ready to learn. Our School Improvement Council, faculty and staff work diligently to foster a positive learning environment for our students and to prepare our students for higher education.

Alexander Elementary is committed to providing students with quality instruction from bell to bell each day. Students use technology on a daily basis to enhance content standards. Teachers use student achievement data to target individual strengths and weaknesses. Staff members were provided opportunities to improve instruction and assessment in the classroom through year long staff development. Teachers work as a professional learning community to study and implement scientifically-based, researched best practices.

To aid in improving students' academic achievement within the school year, teachers used information provided from common assessments. Item analyses were used to determine skills which students had mastered. Students received small group instruction for re-teaching and acceleration.

Alexander Elementary received a State Ribbon Award for its Positive Behavior Intervention and Support Program (PBIS). Students are recognized throughout the school year for exhibiting respectful and responsible behavior.
Alexander Elementary received a Safe-Kids Upstate Award from the Greenville Hospital System. Mu Pi Chapter of Omega Psi Phi selected Alexander as 2011 Organization of the Year.

Our students are supported by parents and community volunteers who can be found tutoring and serving as adult mentors. Alexander has several Community and Business Partners such as the Foothills Rotary Club, Kiwanis Club, Furman University, Berea High School Teacher Cadets and Omega Psi Phi Fraternity.

Alexander made AYP for the 2009-2010 school year meeting 23 out of 23 objectives. We are very proud of the progress we continue to make.

Alexander Elementary is a great place to soar high.

Soar High, Score High!
Leda L. Young, Principal
Melvin McDaniel, Chair, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	43	24
Percent satisfied with learning environment	95.8%	95.3%	87.5%
Percent satisfied with social and physical environment	100.0%	97.7%	100.0%
Percent satisfied with school-home relations	75.0%	95.2%	95.5%

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

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 Adequate Yearly Progress	NO

This school met 15 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	RP

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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ALEXANDER ELEMENTARY										11/09/11-2301028
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	166	100	34.7	44.9	20.4	76.2	84.1	82.4	No	Yes
Gender										
Male	91	100	44.2	42.9	13	64.9	80.8	78.7	N/A	N/A
Female	75	100	24.3	47.1	28.6	88.6	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	41	100	30.6	41.7	27.8	80.6	89.7	88.9	I/S	Yes
African American	61	100	34.6	53.8	11.5	71.2	72.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	93	I/S	I/S
Hispanic	64	100	37.3	39	23.7	78	79.2	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	32	100	70.4	25.9	3.7	33.3	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	51	100	43.8	35.4	20.8	72.9	79.3	78.3	No	Yes
Socio-Economic Status										
Subsidized meals	162	100	34.3	46.2	19.6	76.9	75.7	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	166	100	38.8	36.7	24.5	73.5	84.4	81.9	No	Yes
Gender										
Male	91	100	46.8	32.5	20.8	66.2	82.9	79.9	N/A	N/A
Female	75	100	30	41.4	28.6	81.4	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	41	100	41.7	27.8	30.6	69.4	89.4	88.9	I/S	Yes
African American	61	100	42.3	40.4	17.3	69.2	72	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.6	94.6	I/S	I/S
Hispanic	64	100	33.9	39	27.1	79.7	82.7	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	32	100	77.8	18.5	3.7	25.9	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	51	100	37.5	35.4	27.1	77.1	83.6	81.4	No	Yes
Socio-Economic Status										
Subsidized meals	162	100	38.5	37.1	24.5	72.7	76.5	74.9	No	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	110	100	53.6	39.2	7.2	46.4	71.6	68.6
Gender								
Male	62	100	57.7	34.6	7.7	42.3	71.4	68.3
Female	48	100	48.9	44.4	6.7	51.1	71.9	68.9
Racial/Ethnic Group								
White	30	100	42.3	53.8	3.8	57.7	81	80.7
African American	41	100	N/AV	N/AV	N/AV	32.4	52.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.1	85.3
Hispanic	39	100	48.6	35.1	16.2	51.4	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	15	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	28	100	53.6	35.7	10.7	46.4	61.8	60.7
Socio-Economic Status								
Subsidized meals	107	100	54.3	39.4	6.4	45.7	58.4	57.3
Social Studies								
All Students	106	99.1	43	44.1	12.9	57	76.1	72.5
Gender								
Male	57	100	49	36.7	14.3	51	75.9	72
Female	49	98	36.4	52.3	11.4	63.6	76.2	73.1
Racial/Ethnic Group								
White	24	95.8	42.9	47.6	9.5	57.1	82.8	81
African American	38	100	59.4	28.1	12.5	40.6	61.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	89
Hispanic	44	100	30	55	15	70	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	22	95.5	N/AV	N/AV	N/AV	17.6	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	39	100	33.3	52.8	13.9	66.7	70.5	69.7
Socio-Economic Status								
Subsidized meals	103	99	42.2	44.4	13.3	57.8	65.2	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	48	100	30.2	67.4	2.3	69.8	76	73.2	96.3	96.4
Gender										
Male	28	100	N/AV	N/AV	N/AV	56	70.2	67.2	96.1	96.3
Female	20	100	11.1	83.3	5.6	88.9	82.1	79.4	96.6	96.4
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	83.1	81.5	95.3	96.2
African American	23	100	N/AV	N/AV	N/AV	66.7	62.2	61.3	96.4	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	87	96.8	97.6
Hispanic	15	100	23.1	69.2	7.7	76.9	64.3	66.7	96.9	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	N/A	95.8
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	26.5	26	96.1	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	65.3	65.7	97.5	97.2
Socio-Economic Status										
Subsidized meals	48	100	30.2	67.4	2.3	69.8	63.7	63.2	96.4	95.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ALEXANDER ELEMENTARY							11/09/11-2301028
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	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
2011	3	67	100	38.3	33.3	28.3	61.7
	4	50	100	43.2	43.2	13.6	56.8
	5	49	100	20.9	62.8	16.3	79.1
	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
Mathematics							
2010	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
2011	3	67	100	40	31.7	28.3	60
	4	50	100	40.9	43.2	15.9	59.1
	5	49	100	34.9	37.2	27.9	65.1
	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
Science							
2010	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
2011	3	37	100	46.9	37.5	15.6	53.1
	4	50	100	61.4	36.4	2.3	38.6
	5	23	100	47.6	47.6	4.8	52.4
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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
2011	3	30	96.7	37	37	25.9	63
	4	50	100	43.2	47.7	9.1	56.8
	5	26	100	50	45.5	4.5	50
	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
Writing							
2010	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	48	100	30.2	67.4	2.3	69.8
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample