

# Alexander Elementary School Portfolio



**Sonya Campbell, Principal  
2014-2015  
Greenville County School District  
W. Burke Royster, Superintendent  
Action Plan 2013-14 through 2017-18**

# SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

## ***REQUIRED - SCHOOL INFORMATION AND SIGNATURES***

**SCHOOL:** Alexander Elementary

**DISTRICT:** Greenville County Schools

**SCHOOL RENEWAL PLAN FOR YEARS:** 2013-14 through 2017-18 (*five years*)

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2015-16 (*one year*)

### **Assurances**

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### **CHAIRPERSON, BOARD OF TRUSTEES**

Mrs. Lisa Wells		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

### **SUPERINTENDENT**

Mr. W. Burke Royster		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

### **CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Melvin McDaniels		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

### **PRINCIPAL**

Sonya Campbell		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 1611W. Bramlett Road, Greenville, SC

SCHOOL'S TELEPHONE: (864) 3100

PRINCIPAL'S E-MAIL ADDRESS: scampbell@greenville.k12.sc.us

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

## POSITION   NAME

1.PRINCIPAL: Dr. Sonya Campbell

2.TEACHER: Kara Mann

3.PARENT/GUARDIAN:

4.COMMUNITY MEMBER: Anthony Norwood

5.SCHOOL IMPROVEMENT COUNCIL: Joe Long

6. OTHERS\* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

## POSITION   NAME

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**\*REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

# ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

## Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

**X** **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

**X** **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

**X** **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

**X** **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

**X** **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

**N/A** **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

**X** **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English

proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

**X Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

**X Developmental Screening**

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

**X Half-Day Child Development**

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

**X Developmentally Appropriate Curriculum for PreK–3**

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

**X Parenting and Family Literacy**

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

**X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

**ALEXANDER ELEMENTARY SCHOOL PORTFOLIO**

**2013-2014**

**Greenville County Schools**

**Principal: Sonya Campbell**

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## **Introduction**

### **The Alexander Elementary School Portfolio**

Our school portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in the portfolio are based upon the Education for the Future Initiative Continuous Improvement Continuums, adapted from Malcolm Baldrige Award program for quality business management and achievement. These categories were selected because we agree that the philosophies written into the continuums will lead to Alexander Elementary becoming a quality school; with each category is a description of the intent of the category, a brief summary of where we are as a school, and our next steps.

The categories utilized in this school portfolio are-

- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan

This school portfolio is a living document that describes Alexander Elementary and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and need, and school partnerships. The portfolio describes how we build and utilize our overall school plan for the purpose of increasing student learning-our ultimate outcome. One can see an overview of all the progress and changes we have been able to accomplish within each section and throughout the school during this time. It also shows how all of these parts fit together to make our school a positive place for our students.

A team of teachers was involved in developing the narrative for our portfolio based on input from the whole staff. Much of the narrative content came from discussions of the staff in the process of evaluating our work on the school portfolio. In addition, information for the SACS School Report was gathered through input by parents, students, and community stakeholders, as well as teachers. Each SACS subcommittee had parent and/or community stakeholder representation. Input was also received by students, parents, and teachers as reported on The School Report Card survey.

## **Executive Summary**

### **School Profile Summary**

In 1922, fourteen Greenville communities bound together for mutual education and civic advancement under the vision of Thomas Fleming Parker. The Parker District, as it would become, aimed to become a textile community where individuals could obtain employment and have comfortable homes, churches, schools, and opportunities to grow into whatever they wished to become. Alexander Elementary was built in 1965 and was named after Mr. Milton Osmond Alexander. Mr. Alexander was a respected supporter of the Parker District and the Woodside Mill community. Since 1965, Alexander Elementary has grown from just 20 teachers to over 45 under the leadership of 9 different principals. As Alexander Elementary continues to grow and progress, we are learning today with tomorrow in mind while never forgetting the important historical heritage of our community.

### **Instructional and Organizational Priorities**

Overall, the content of the curriculum, the instructional strategies, and their effectiveness, the monitoring of student achievement, instructional effectiveness, and the professional development programs of our school are congruent with each other and are well aligned with the schools mission and beliefs.

Based on studies done for the SACS and our school portfolio, the following instructional organizational priorities have been established:

- Student achievement and performance standards for self-assessment, as well as school-wide improvement
- Continuing development of collaborative networks with families and community members
- Continuing development of a collaborative decision-making process these same studies have helped us to establish the following student learning needs and desired results.
- Personal and Social Responsibility-Increased evidence of students taking responsibility for personal actions, demonstrating respect for self and others, and good citizenship
- Thinking and Reasoning Skills-Increased evidence of students gathering information and using varied strategies to learn and generate new ideas
- Communication Skills-Increased evidence of students using, understanding, and analyzing a variety of communication forms



## **School Profile**

### **Alexander Elementary**

1601 West Bramlett Road  
Greenville, SC 29611

Telephone: (864) 355-1000

Fax: (864) 355-1044

*[www.greenville.k12.sc.us/alexand/](http://www.greenville.k12.sc.us/alexand/)*

**Grades:** K (4 Year Olds) - 5th Grade

**Enrollment:** 429

**School Location:** One-half mile north of White Horse Road (Highway 25) at  
1601 West Bramlett Road

Directions - <http://www.greenville.k12.sc.us/gcsd/schools/index.asp>

**Principal:** Sonya Campbell

email: [scampbell@greenville.k12.sc.us](mailto:scampbell@greenville.k12.sc.us)

- Building includes Virtual Science Lab, Outside Learning Garden, Computer Lab, Media Center, Parent Resource Facility

### **Awards and Honors**

- Palmetto Gold Award Winner, 2002-2003
- Met AYP 2004, 2005 and 2010
- PBIS State Ribbon Award Winner 2011
- 2011 Best Marching Unit-Greenville Poinsettia Parade

### **School Facility Summary**

- Administrators - 2
- Teachers - 31
- Support Staff - 22
- Percentage of Teachers with Master's Degree or above – 63.3%
- Percentage of Teacher Attendance – 94.9%

### **Programs include:**

\* Terrific Kids \* Good Morning Alexander News Show \* Lunch and Learn Program \* Battle of the Books\*  
\* PBIS Program \* Fresh Fruits and Vegetable Grant \* TIP After School Program\* Science Fair \* Safety Patrol\*  
\*Challenge Program \* Mental Health Counseling \* Chorus \* Accelerated Reading \* RAZ Kids\* First in Math  
Program\* Public Education Partners Book Fair \*Good News Club \* Community Café \* Men Who Read \* Compass  
Kids \* Donor's Choose \* Annual Health Fair \* Annual Dr. Seuss Night \* Book Fairs \* Adopted by Greeks of  
Greenville of Furman University

### **For a closer look...**

- For more in depth information on this school - including programs, course offerings, extracurricular activities, and more - visit [www.greenville.k12.sc.us/alexand/](http://www.greenville.k12.sc.us/alexand/) detailed testing information, visit [www.ed.sc.gov/topics/assessment/scores](http://www.ed.sc.gov/topics/assessment/scores)
- For more information call INFOLine at 864-355-3100, log onto our website at [www.greenville.k12.sc.us](http://www.greenville.k12.sc.us), or watch
- The Schools Channel (Charter Cable Channels 14 and 99)

## **Mission, Vision and Beliefs**

The implications of current educational research were reviewed and discussed by the planning team, which helped us take into account “best practices” identified through research and the challenges and opportunities our students will likely face in the future.

### **Mission**

The mission of Alexander Elementary School is to provide a safe, respectful environment where home and school promote high academic achievement for all students.

### **Values and Beliefs**

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Staff was asked to brainstorm independently before we produced our core beliefs about what curriculum, instruction, assessment, and environment will increase our students’ learning.

We believe...

- We believe curriculum should be connected to real world experience in a developmentally appropriate manner so that children see a purpose in what they are learning.
- We believe children need many role models from both technical and professional fields.
- We believe that instruction should address the needs of all students, based on a set of state standards for measuring and improving the quality of schoolwork.
  
- We believe every student should be engaged in learning through experience-based instruction that matches the learning style of the students, utilizing available technologies.
- We believe assessment should be specific, measurable, attainable, realistic, and time-bound; it should give students the opportunity to show what they have learned in a variety of situations.
- We believe our school should provide a safe, inviting, technology-rich environment for learning in which the active involvement of parents is welcome and essential to their children’s success.
- We believe our school should be a community of involved learners in a structured environment that stresses high expectations tempered by love.

### **Shared Vision**

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Alexander Elementary School students:

#### **Curriculum**

- Integrated between content area and connected to real world experience; children see a purpose to what they are learning
- Multiplicity of role models, from both the technical and professional fields
- Instruction that addresses the needs of all students
- A set of standards for measuring and improving the quality of school work

#### **Instruction**

- Developmentally appropriate instructional programs
- Every student engaged in learning
- Experience - based instruction
- Instruction that matches the learning style of the students

- Instruction utilizing available technologies

#### Assessment

- Realistic assessment that gives students the opportunity to show what they learned in a variety of situations
- Academic subjects and real world tasks in a system of standards based instruction

#### Environment

- Actively involved in a community of learning in a structured environment which stresses high expectations tempered by love
- We want to see a unity of purpose
- Student-centered integrated activities school wide
- Provide a safe, inviting, technology rich environment for learning in which the active involvement of parents is welcome and essential to their children's success

## **Data Analysis Needs Assessment**

### **Student Learning Needs and Desired Results**

Research: Our curriculum is based on local, state and national standards for student learning. The following research based practices are utilized:

- Accelerated Reader
- Fountas and Pinnell
- Measurement of Academic Progress
- Everyday Calendar Math Counts
- Virtual Science Lab
- Rubicon Atlas- Greenville County Curriculum Mapping System
- Learning Focused Lessons
- Compass Odyssey
- LLI Tiered II Instruction
- SRA
- Early Reading Interventions
- Morning Tutorial for Identified Math Students
- Men Who Read
- AimsWeb
- Go Math
- Think Central
- ActivInspire
- RAZ-Kids

### **Using Student Achievement Data**

A committee of selected faculty members worked together with the staff, administrators, and parents to develop a shared vision for student learning that is stated in terms of desired results for student learning and performance indicators.

The student performance data evolved from an extensive review of the school's report summaries from state and district sources over the last three years. The information contained in this profile serves as the foundation for building a planning process that will lead to quality improvement in the performance of our students.

### **State Measures**

The Palmetto Assessment of State Standards (PASS) is administered to our third through fifth grade students. This state measure assesses Writing, ELA, Mathematics, Science, and Social Studies. From 2011-2013, there was a fluctuation in the number of third through fifth grade students scoring at or above the state standard in ELA. In math over the same three-year period, there was a fluctuation in the number of third through fifth grade students scoring at or above the state standard. Based on 2013 PASS test scores, an Average rating was given for both Absolute and Growth Ratings on the State of South Carolina School Report Card for 2013. The Absolute Ratings for 2011 was Below Average, while the Growth Rating was Average. In 2012, both ratings were Below Average. Both 2013 ratings (Absolute and Growth) reflect growth in student performance. Adequate Yearly Progress (AYP) was not met in 2013. In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these

subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. Alexander Elementary received a score of 78.2, which resulted in a C grade.

The following graphs presents the academic achievement on the Palmetto Assessment of State Standards (PASS). The number of students Not Met increased from 25.8% to 30.0% between 2013-2014. In addition, the number of students Met decreased from 50.4% to 40.0% between 2013-2014.

PASS  
English Language Arts  
All Students

	% Not Met	% Met	% Exemplary
2011	34.7	44.9	20.4
2012	37.8	34.8	27.4
2013	25.8	50.4	24.0
2014	30.0	40.0	30.0

Ethnicity Differences in ELA

The following graphs display the performances of each ethnic subgroup from 2012-2013 to 2013-2014. In the Not Met and category, the percentage of African American students have decreased each year. However, Hispanic and White students have fluctuated throughout the years. Additionally, an increase in Exemplary was reached among African-American students.

2012	African American	Hispanic	White
Number Tested	40	65	41
% Not Met	52.6	40.3	32.3
% Met	29.2	27.8	36.4
% Exemplary	18.2	25.9	31.3
% Pass	47.4	59.7	67.7

2013	African American	Hispanic	White
Number Tested	42	62	37
% Not Met	32.1	30.4	21.6
% Met	43.9	48.7	50.2
% Exemplary	24	20.9	28.2
% Pass	67.9	69.6	78.4

2014	African American	Hispanic	White
Number Tested	44	78	32
% Not Met	18.1	36.2	36.2
% Met	49.7	41.9	23.1
% Exemplary	32.2	21.9	40.7
% Pass	82.0	63.8	63.7

### Socio-economic Differences in ELA

Students fluctuated on the PASS assessment for socio-economic subgroup.

	Number Tested	% Not Met	% Met	% Exemplary	% Pass
2012	152	39.7	34.0	26.6	60.6
2013	142	28.4	46.8	24.8	71.6
2014	155	32.6	39.7	27.6	67.4

### Disability Differences in ELA

Students who were non-disabled at Alexander consistently performed higher on the PASS assessment than those students with disabilities.

	Number Tested	% Not Met	% Met	% Exemplary	% Pass
2012	29	47.8	6.7	12.2	18.9
2013	27	62.8	32.2	5	37.3
2014	32	75.9	24.0	0	24.0

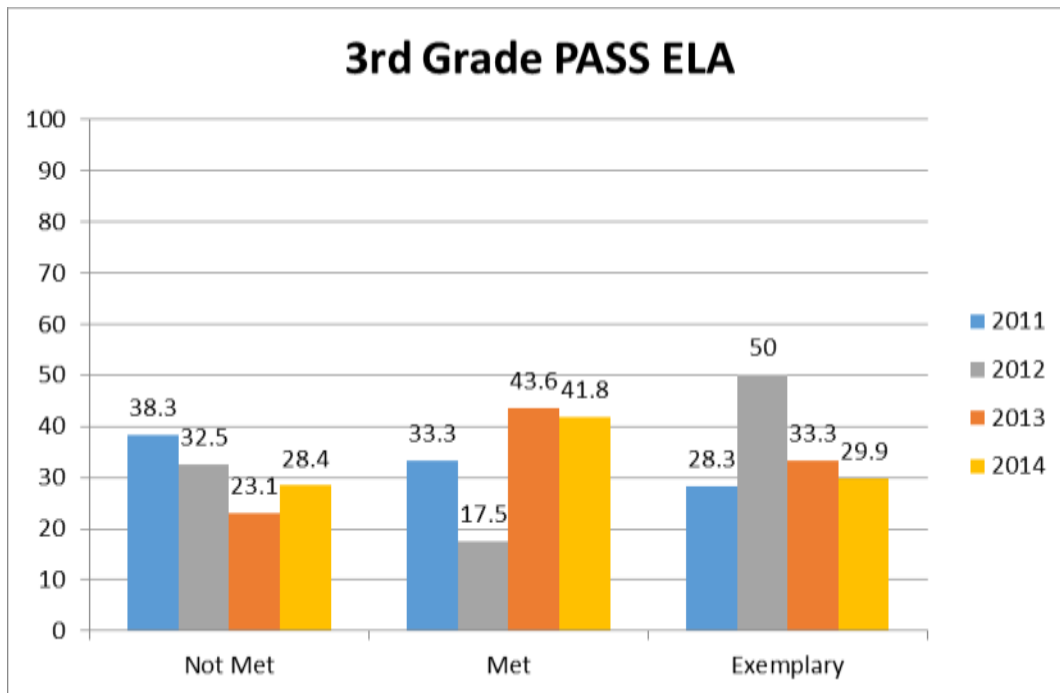
### ELA Limited English Proficient

Students in the Limited English Proficient subgroup fluctuated in their ELA PASS results for 2013 and 2014.

	Number Tested	% Not Met	% Met	% Exemplary	% Pass
2012	51	39.3	33.5	27.2	60.7
2013	48	33.4	47.9	18.7	66.6
2014	66	36.9	32.3	30.8	63.1

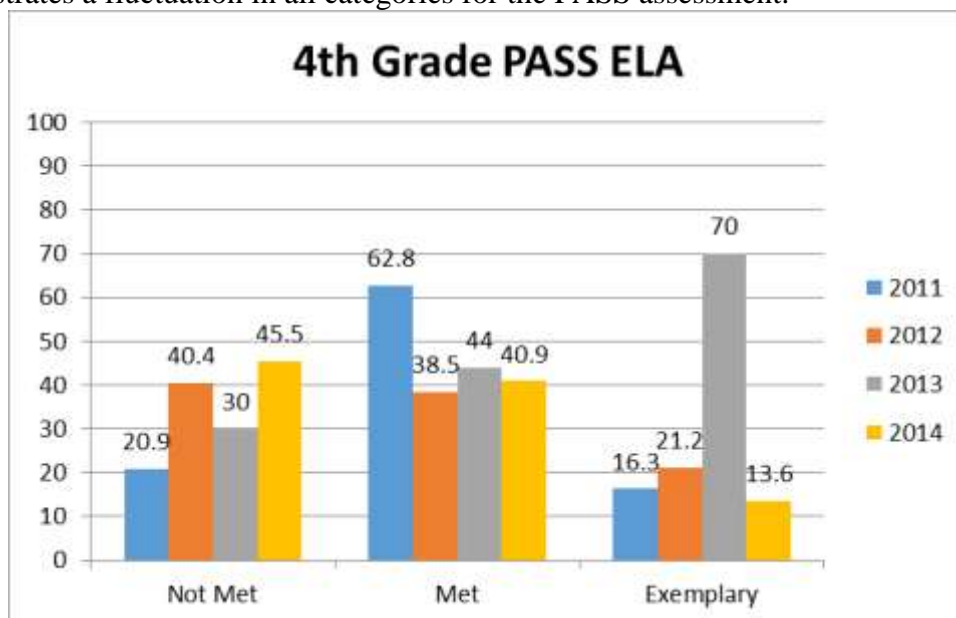
### Grade Level Differences in ELA

The graph below illustrates a fluctuation in all categories for PASS third grade scores.



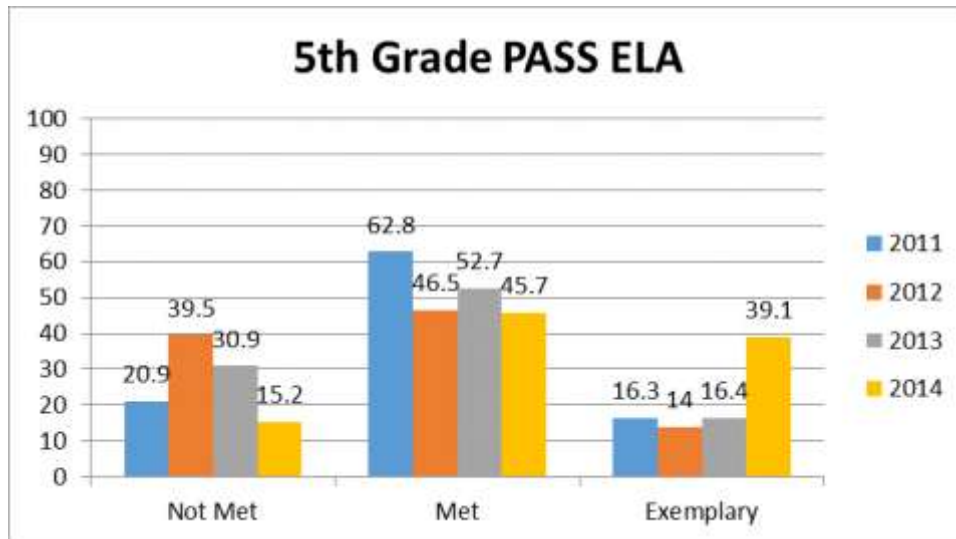
Year	Not Met	Met	Exemplary
2011	38.3	33.3	28.3
2012	32.5	17.5	50
2013	23.1	43.6	33.3
2014	28.4	41.8	29.9

The graph below illustrates a fluctuation in all categories for the PASS assessment.



Year	Not Met	Met	Exemplary
2011	20.9	62.8	16.3
2012	40.4	38.5	21.2
2013	30	44	70
2014	45.5	40.9	13.6

The graph below illustrates fluctuation in all categories for 5<sup>th</sup> grade PASS scores.



Year	Not Met	Met	Exemplary
2011	20.9	62.8	16.3
2012	39.5	46.5	14
2013	30.9	52.7	16.4
2014	15.2	45.7	39.1



PASS  
Mathematics

The following graphs display the results from the Mathematics portion on the PASS test over the past three years. Overall, we see the percentage of students staying consistent.

The chart below illustrates stagnation in all three categories for the 2012 and 2014 school years.

All Students

	% Not Met	% Met	% Exemplary
2012	31.2	48.8	20.0
2013	33.2	46.1	20.7
2014	26.0	43.7	30.3

Ethnicity Differences in Mathematics

A three-year comparison of math scores by ethnicity reveals that the White subgroup was stagnant in all three categories for the past three years. The Hispanic subgroup showed stagnation in the number of students Not Met, and increase in the number of students Met, and fluctuation in the number of students Exemplary. The African American subgroup showed fluctuation in all three categories.

2011	African American	Hispanic	White
Number Tested	61	64	41
% Not Met	34.6	37.3	30.6
% Met	53.8	39.0	41.7
% Exemplary	11.5	23.7	27.8
% Passed	65.3	62.7	69.5

2012	African American	Hispanic	White
Number Tested	40	65	41
% Not Met	65.0	36.7	30.1
% Met	27.1	45.8	39.0
% Exemplary	7.9	12.7	31.0
% Passed	35.0	52.1	69.9

2013	African American	Hispanic	White
Number Tested	42	62	47
% Not Met	32.1	35.4	28.2
% Met	46.3	47.4	41.5
% Exemplary	21.6	17.2	30.4
% Passed	67.9	64.6	71.8

2014	African American	Hispanic	White
Number Tested	44	80	32
% Not Met	25.1	27.5	24.0
% Met	54.1	37.7	36.2
% Exemplary	20.7	34.8	39.7
% Passed	74.9	72.5	75.9

### Socio-Economic Differences in Math

Between the years of 2012 and 2014, students in the socio-economic subgroup in math decreased in the category of Not Met on PASS. Student scores fluctuated in the categories of Met and Exemplary.

	Number Tested	% Not Met	% Met	% Exemplary	% Pass
2012	152	41.6	39.4	19.0	58.4
2013	142	33.0	46.1	21.0	67.0
2014	158	26.6	42.9	30.3	73.3

### Math Disabled

Students who were non-disabled at Alexander consistently performed higher on the PASS than those students with disabilities. The chart below shows that the Disabled subgroup has steadily increased in the Met category over the past three years. In the Not Met and Exemplary category, student performance has fluctuated.

	Number Tested	% Not Met	% Met	% Exemplary	% Pass
2012	15	50	6.7	10	16.7
2013	27	62.3	23.7	13.7	37.3
2014	32	52.6	43.5	3.8	47.4

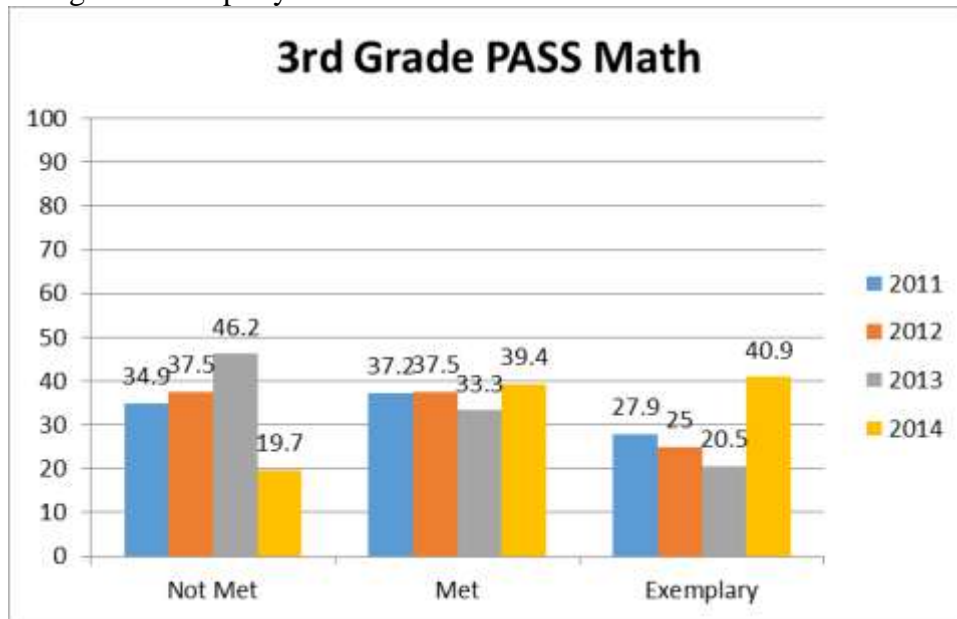
### Math Limited English Proficient

Students in the Limited English Proficient subgroup have fluctuated in the Met and Exemplary categories for Math PASS performance. However, students in this subgroup have consistently shown an decrease in the Not Met category.

	Number Tested	% Not Met	% Met	% Exemplary	% Pass
2012	51	41.4	44.6	14.0	58.6
2013	48	39.6	48.5	12.0	60.5
2014	65	29.7	37.1	43.1	70.3

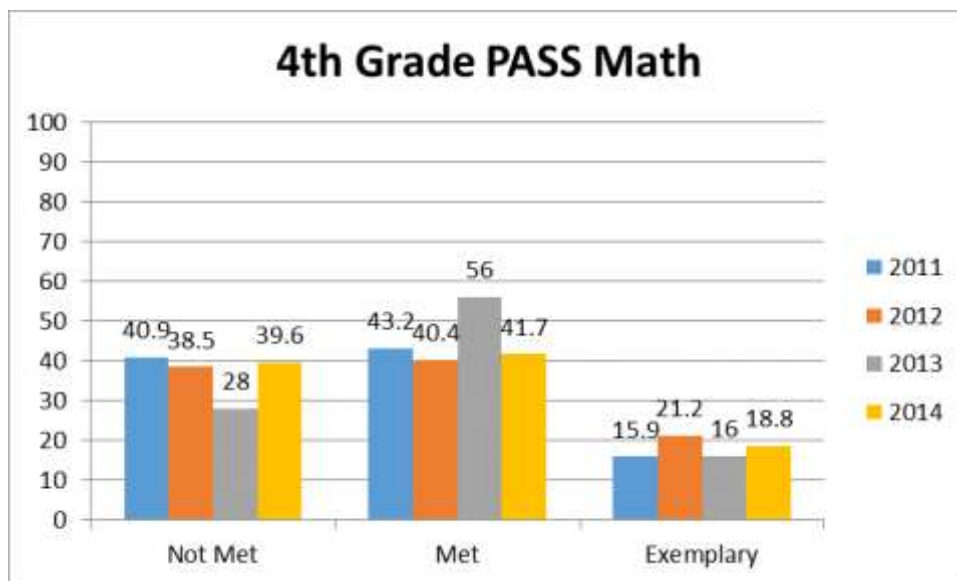
### Grade Level Differences in Math

The graph below illustrates fluctuation with Not Met and Exemplary categories in 3<sup>rd</sup> grade PASS scores. In addition, there was stagnation in 3<sup>rd</sup> grade Exemplary scores.



Year	Not Met	Met	Exemplary
2011	34.9	37.2	27.9
2012	37.5	37.5	25
2013	46.2	33.3	20.5
2014	19.7	39.4	40.9

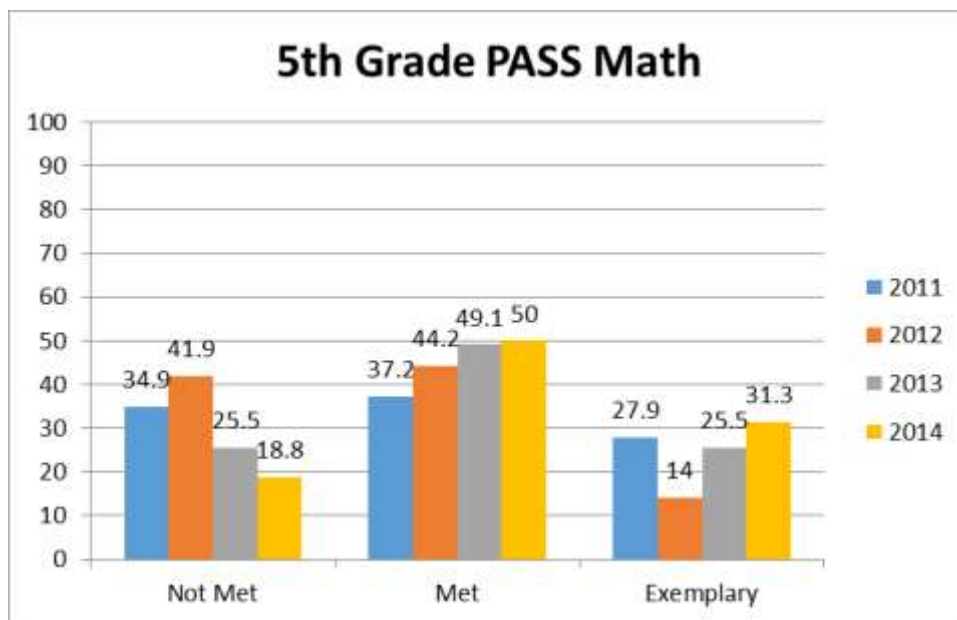
Over a three-year period students in fourth grade have shown fluctuation in all categories with PASS scores.



Year	Not Met	Met	Exemplary
2012	38.5	40.4	21.2

2013	28	56	16
2014	39.6	41.7	18.8

Students in fifth grade have shown a fluctuation for the categories of Not Met and Exemplary within the past three year span in Math PASS. Students had an increase in the Met category in PASS scores. However, student scores were stagnant between the 2013-2014 school years.



Year	Not Met	Met	Exemplary
2011	34.9	37.2	27.9
2012	41.9	44.2	14
2013	25.5	49.1	25.5
2014	18.8	50	31.3

## PASS Science

The following chart shows all students performance on PASS Science. Over three years, the percentage of students who were Met have decreased. The percentage of students who were Not Met have fluctuated. Student scores remained stagnant for two years in the Exemplary category but increased this past year on the PASS assessment.

All Students

	% Not Met	% Met	% Exemplary
2012	46.3	53.7	0.0
2013	47.6	52.4	0
2014	40.6	45.0	14.1

### Ethnicity Differences in Science

A three-year comparison of science scores by ethnicity shows a reduction in the percentage of White and African American ethnic subgroups scoring in Not Met, while showing fluctuation in the Hispanic subgroup. A three-year comparison of science scores in ethnicity shows an increase in the African American subgroup scoring Met on the PASS assessment, while showing fluctuation in the Hispanic and White subgroups. There was a decrease student scores in the African American subgroup receiving Exemplary scores for science. Meanwhile, students' scores were stagnant in the Hispanic and White subgroups for the PASS assessment. Fourth grade was the primary source for percentage scores. Third grade did not have large enough of an African American or White population for 2014 percentage scores.

2012	African American	Hispanic	White
Number Tested	34	56	34
% Not Met	65.8	44.0	33.1
% Met	30.0	46.7	63.6
% Exemplary	4.2	9.3	3.4
% Pass	34.2	56.0	66.9

2013	African American	Hispanic	White
Number Tested	30	35	29
% Not Met	59.6	45	27.8
% Met	40.4	55.0	72.2
% Exemplary	0	0	0
% Pass	40.4	55.0	72.2

2014	African American	Hispanic	White
Number Tested	25	45	26
% Not Met	53.3	48.2	8.3
% Met	46.7	33.3	58.3
% Exemplary	0	18.4	33.3
% Pass	46.7	51.8	91.7

### Socio-Economic Differences in Science

Over the three year period students in the socio-economic subgroup have shown fluctuation in Science PASS. Students have shown a decrease in the Not Met Category, however, they have also shown a increase in the Exemplary category. This has resulted in an overall stagnation in the percentage of students passing Science.

	Number Tested	% Not Met	% Met	% Exemplary	% Pass
2012	102	47.4	47.0	5.6	52.6
2013	95	47.3	52.7	0.0	52.7
2014	120	33.3	43.6	23.0	66.6

### Science Limited English Proficient

Over the three year period students in the Limited English Proficient subgroup have shown fluctuation in Science PASS scores. However, this subgroup has shown a increase in performing Exemplary on Science PASS and an increase in student performing in the Not Met category.

	Number Tested	% Not Met	% Met	% Exemplary	% Pass
2012	32	45.0	55.0	0.0	55.0
2013	28	53.8	46.2	0.0	46.2
2014	42	54.8	30.9	14.3	45.2

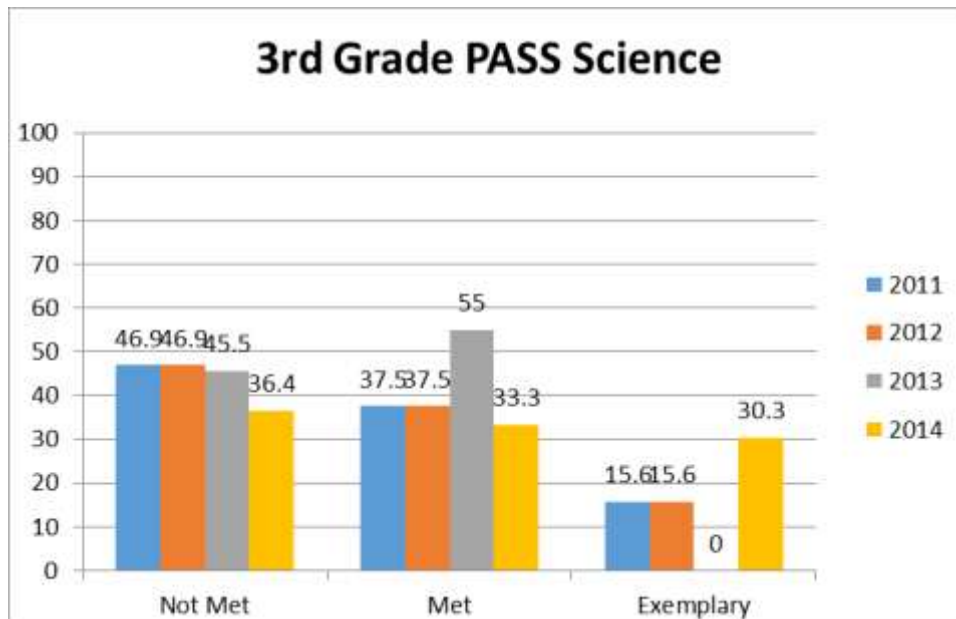
### Disabilities Differences in Science

Students who were non-disabled at Alexander consistently performed higher on the PASS than those students with disabilities. The chart below shows that the Disabled subgroup has remained stagnant in all three categories for PASS.

	Number Tested	% Not Met	% Met	% Exemplary	% Pass
2012	38	29.0	31.2	3.4	34.4
2013	21	70.0	30.0	0.0	30.0
2014	19	69.2	30.8	0.0	30.8

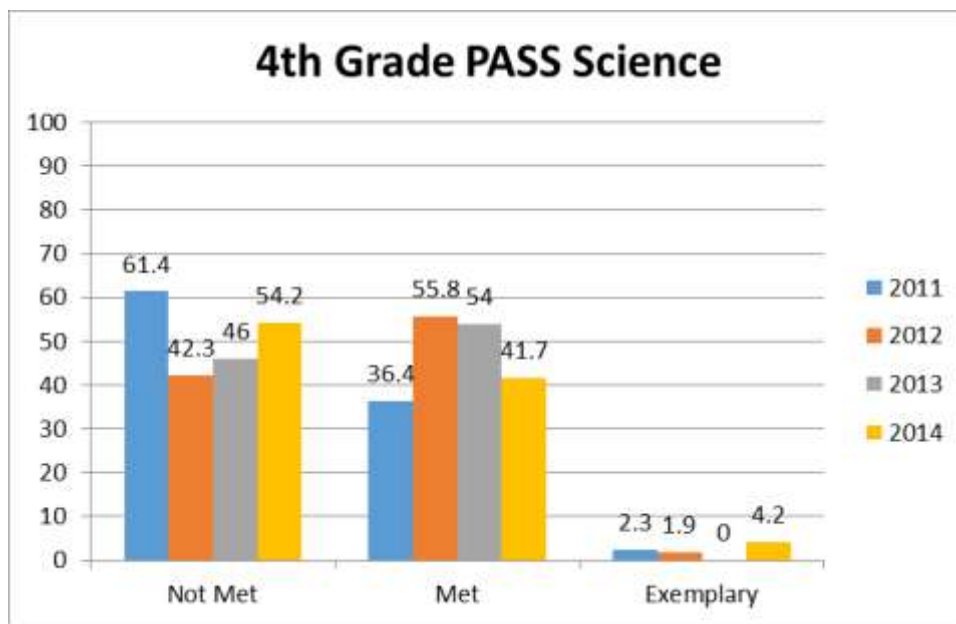
### Grade Level Differences in Science

Scores show a decrease the percentage of students scoring Not Met scores. Scores fluctuated in the Met and Exemplary category.



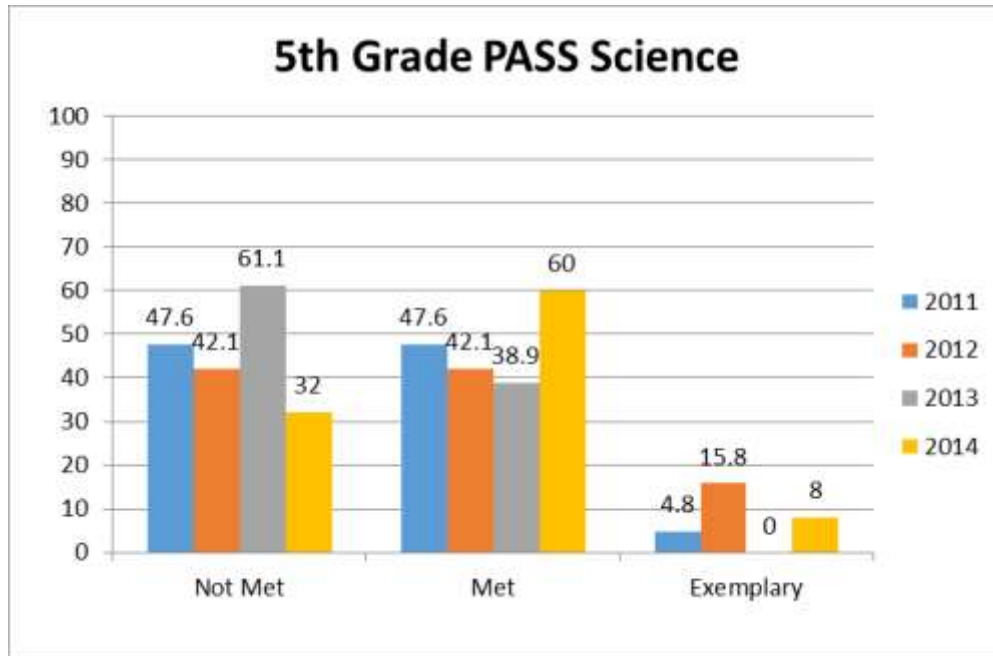
Year	Not Met	Met	Exemplary
2011	69.6	21.7	8.7
2012	46.9	37.5	15.6
2013	45.5	55.0	0
2014	36.4	33.3	30.3

Over the three year span in PASS Science there has been fluctuation in all categories for student scores in PASS.



Year	Not Met	Met	Exemplary
2011	61.4	36.4	2.3
2012	42.3	55.8	1.9
2013	46.0	54.0	0
2014	54.2	441.7	4.2

Between 2012 and 2014, 5<sup>th</sup> Grade Science Scores have fluctuated in all categories.



Year	Not Met	Met	Exemplary
2011	47.6	47.6	4.8
2012	42.1	42.1	15.8
2013	61.1	38.0	0
2014	32.0	60.0	8



**PASS**  
**Social Studies**

Over the three year period scores for the PASS Social Studies have fluctuated in all categories.

**All Students**

	% Not Met	% Met	% Exemplary
2011	48	42.9	9.2
2012	33.7	51.2	15.1
2013	34.8	45.0	20.3
2014	20.2	55.6	17.1

**Ethnicity Differences in Social Studies**

All subgroups have decreased over the past three years in all categories for PASS Social Studies. Students in the African American subgroup have increased in the Not Met category.

2011-2012	African American	Hispanic	White
Number Tested	28	49	26
% Not Met	66.7	47.3	53.3
% Met	26.7	47.1	40.0
% Exemplary	6.7	5.7	6.7
% Pass	33.3	52.8	46.7

2012-2013	African American	Hispanic	White
Number Tested	25	43	26
% Not Met	30.8	32.9	33.3
% Met	53.8	43.8	55.6
% Exemplary	15.4	23.3	11.1
% Pass	69.2	67.1	66.7

2014-2015	African American	Hispanic	White
Number Tested	24	50	25
% Not Met	13.3	26.3	30.8
% Met	66.6	44.7	46.2
% Exemplary	20.0	28.9	23.1
% Pass	86.6	73.6	69.2

**Socio-Economic Differences in Social Studies**

Over the three year period students in the Socio-Economic subgroup showed fluctuation in the Exemplary category for PASS Social Studies. The percentage of students in the Not Met category have decreased on the PASS assessment. Meanwhile, student scores have increased in the Met category.

	Number Tested	% Not Met	% Met	% Exemplary	% Pass
2012	108	48.3	40.4	11.3	51.7
2013	96	35.0	44.7	20.3	65.0
2014	103	27.0	55.4	17.4	72.9

### Social Studies Limited English Proficient

Over the three year period students in the Limited English Proficient subgroup showed fluctuation in the Met and Exemplary categories for PASS Social Studies. There has been a steady decrease of student scores in the Not Met category.

	Number Tested	% Not Met	% Met	% Exemplary	% Pass
2012	39	49.6	44.3	6.6	50.6
2013	33	38.8	56.7	4.6	61.2
2014	44	30.9	46.4	22.6	39.0

### Disability Differences in Social Studies

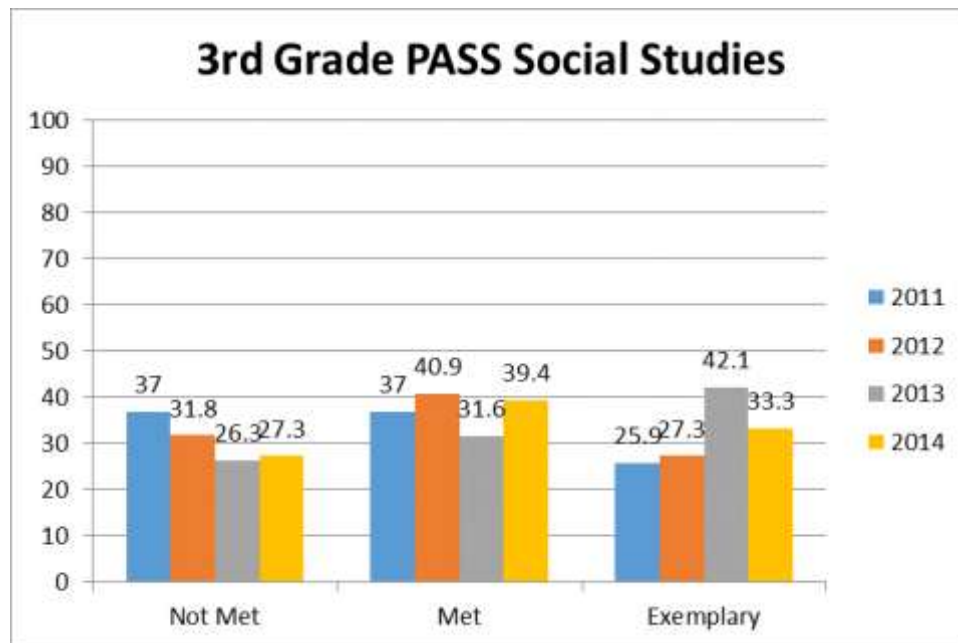
Over the three year period students in the Disabled subgroup showed fluctuation in the Not Met and Met categories for PASS Social Studies. Student scores in the Exemplary category have decreased over the past three years.

	Number Tested	% Not Met	% Met	% Exemplary
2012	35	56.7	31.5	11.9
2013	16	60	30	10
2014	24	38.5	53.8	7.7

### Grade Level Differences in Social Studies

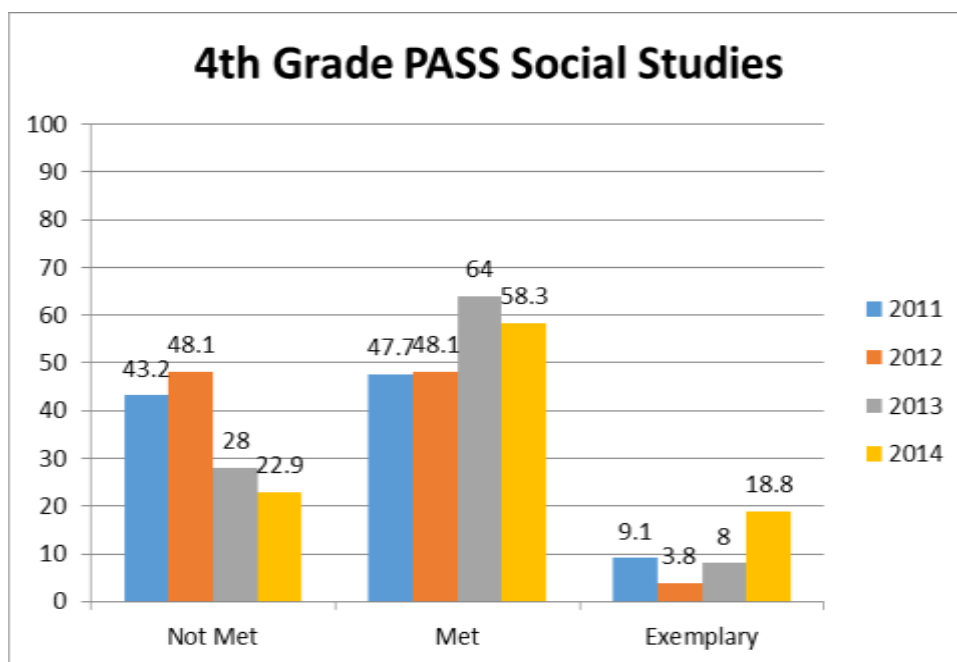
The following graphs display the differences between the grades at Alexander Elementary over the past three years in Social Studies.

In third grade, the scores in the Not Met category have consistently decreased. While the scores in Met and Exemplary have fluctuated.



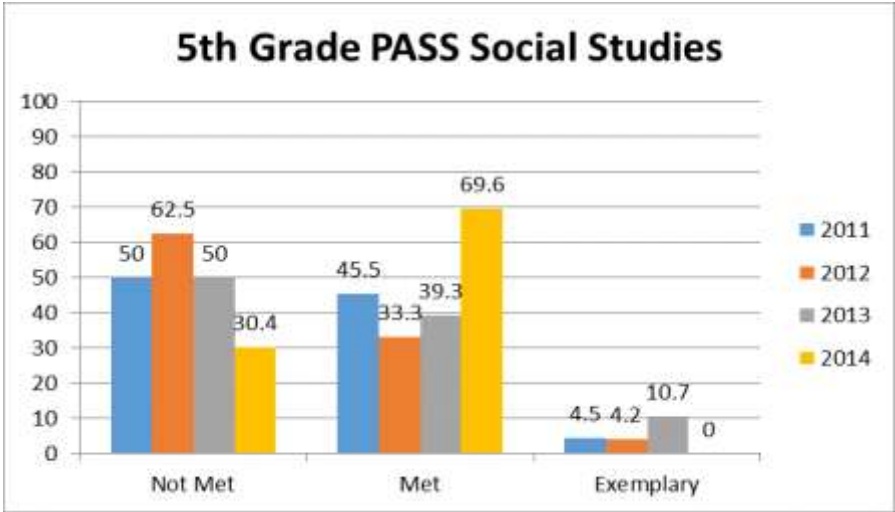
Year	Not Met	Met	Exemplary
2011	37	37	25.9
2012	31.8	40.9	27.3
2013	26.3	31.6	42.1
2014	27.3	39.4	33.3

The scores in the Met category have fluctuated. However, the scores in Not Met have consistently decreased. Meanwhile, the scores in Exemplary have increased.



	Not Met	Met	Exemplary
2011	43.2	47.7	9.1
2012	48.1	48.1	3.8
2013	28.0	64.0	8.0
2014	22.9	58.3	18.8

From the year 2012 to the year 2014 students performing in Not Met decreased. Meanwhile, students performing in Met category increased.



Year	Not Met	Met	Exemplary
2012	62.5	33.3	4.2
2013	50.0	39.3	10.7
2014	30.4	69.6	0

### **School Climate Needs Assessment**

Over the last three years, parent and teachers have shown fluctuating results in their surveys. Meanwhile, students have shown a decrease in their satisfaction with home-school relations, learning environment, and their social and physical environment.

<b>Evaluations by Teachers, Students, and Parents 2011-2012</b>			
	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of Surveys Returned</b>	19	44	14
<b>Percent satisfied with learning environment</b>	100.0%	95.5%	78.6%
<b>Percent satisfied with social and physical environment</b>	100.0%	93.2%	93.2%
<b>Percent satisfied with home-school relations</b>	78.9%	88.6%	75.0%

<b>Evaluations by Teachers, Students, and Parents 2012-2013</b>			
	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of Surveys Returned</b>	24	50	21
<b>Percent satisfied with learning environment</b>	87.5%	92.0%	95.2%
<b>Percent satisfied with social and physical environment</b>	96.0%	88.0%	95.2%
<b>Percent satisfied with home-school relations</b>	76.0%	72.0%	95.0%

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

<b>Evaluations by Teachers, Students, and Parents 2014-2015</b>			
	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of Surveys Returned</b>	29	46	14
<b>Percent satisfied with learning environment</b>	93.1%	93.5%	78.5%
<b>Percent satisfied with social and physical environment</b>	100.0%	100.0%	81.3%
<b>Percent satisfied with home-school relations</b>	68.9%	95.6%	73.3%

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

## SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**GOAL AREA 1:** Raise the academic challenge and performance of each student.

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in writing each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in writing as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in writing as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other  
Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in English each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in English as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in English as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE READING

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other  
Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in reading each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in reading as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in reading as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*



☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE % TESTED

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

<b>% Tested ELA – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in science each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

## SCPASS SOCIAL STUDIES

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other  
Priority

**PERFORMANCE STATEMENT:** Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card

	<b>Baseline 2014-15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other  
Priority

**PERFORMANCE STATEMENT:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**ANNUAL OBJECTIVE:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	27 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	26 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	52 <sup>nd</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

## PROFESSIONAL DEVELOPMENT

☐ Student Achievement   ☒ Teacher/Administrator Quality   ☐ School Climate   ☐ Other  
Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** Maintain 100 % of highly qualified personnel.

**ANNUAL OBJECTIVE:** Maintain an annual highly qualified rate of 100%

**DATA SOURCE(S):** ESEA Federal Accountability and SDE School Report Card, Professional Development Plan, Title I Plan

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
Projected	100	100	100	100	100	100	100
Actual	100	100	100	100			

### PD Plan 2014-2015 Draft

#### Alexander Elementary School Professional Development Plan 2015-2016

Date	Title	Persons Responsible	Hours	Time
August 26, 2015				
August 27, 2015	Power Teacher	Map out and identify first quarter common assessments	2	3:00-5:00
September 2, 2015	Excellence Through Committee Meetings		2	3:00-5:00
September 9, 2015	Grade Level Meetings		2	3:00-5:00
September 16, 2015	Technology in the Elementary Classroom	Charlotte Sauls Title I	2	3:00-5:00
September 23, 2015	Grade Level Meetings		2	3:00-5:00
September 30, 2015				
October 6, 2015	Charlotte Sauls	Technology in Classrooms		
October 7, 2015	Excellence Through Committee Meetings			
October 13, 2015	Charlotte Sauls	Technology in Classrooms		



<b>October 14, 2015</b>	<b>Grade Level Meetings</b>			
<b>October 20, 2015</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>October 21, 2015</b>	<b>Technology in the Elementary Classroom</b>	<b>Charlotte Sauls Title I</b>		
<b>October 27, 2015</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>October 28, 2015</b>	<b>Grade Level Meetings</b>			
<b>November 3, 2015</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>November 4, 2015</b>	<b>Excellence Through Committee Meetings</b>			
<b>November 10, 2015</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>November 11, 2015</b>	<b>Grade Level Meetings</b>			
<b>November 17, 2015</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>November 18, 2015</b>	<b>Technology in the Elementary Classroom</b>	<b>Charlotte Sauls Title I</b>		
<b>December 1, 2015</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>December 2, 2015</b>	<b>Excellence Through Committee Meetings</b>			
<b>December 8, 2015</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>December 9, 2015</b>	<b>Grade Level Meetings</b>			

<b>December 15, 2015</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>December 16, 2015</b>	<b>Technology in the Elementary Classroom</b>	<b>Charlotte Sauls Title I</b>		
<b>January 5, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>January 6, 2016</b>	<b>Excellence Through Committee Meetings</b>			
<b>January 12, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>January 13, 2016</b>	<b>Grade Level Meetings</b>			
<b>January 19, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>January 20, 2016</b>	<b>Technology in the Elementary Classroom</b>	<b>Charlotte Sauls Title I</b>		
<b>January 26, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>January 27, 2016</b>	<b>Grade Level Meetings</b>			
<b>February 2, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>February 3, 2016</b>	<b>Excellence Through Committee Meetings</b>			
<b>February 9, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>February 10, 2016</b>	<b>Grade Level Meetings</b>			
<b>February 16, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>February 17, 2016</b>	<b>Technology in the Elementary Classroom</b>	<b>Charlotte Sauls Title I</b>		
<b>February 23, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>February 24, 2016</b>	<b>Grade Level Meetings</b>			
<b>March 1, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>March 2, 2016</b>	<b>Excellence Through Committee Meetings</b>			
<b>March 8, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>March 9, 2016</b>	<b>Grade Level Meetings</b>			
<b>March 15, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>March 16, 2016</b>	<b>Technology in the Elementary</b>	<b>Charlotte Sauls Title I</b>		

	<b>Classroom</b>			
<b>March 22, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>March 23, 2016</b>	<b>Grade Level Meetings</b>		<b>2</b>	
<b>April 5, 2015</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>April 6, 2016</b>	<b>Excellence Through Committee Meetings</b>			
<b>April 12, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>April 13, 2016</b>	<b>Grade Level Meetings</b>			
<b>April 19, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>April 20, 2016</b>	<b>Technology in the Elementary Classroom</b>	<b>Charlotte Sauls Title I</b>	<b>2</b>	
<b>April 26, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>April 27, 2016</b>	<b>Grade Level Meetings</b>			
<b>May 3, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>May 4, 2016</b>	<b>Excellence Through Committee Meetings</b>		<b>2</b>	
<b>May 10, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>May 11, 2016</b>	<b>Grade Level Meetings</b>			
<b>May 17, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>May 18, 2016</b>	<b>Technology in the Elementary Classroom</b>	<b>Charlotte Sauls Title I</b>		
<b>May 24, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>May 25, 2015</b>	<b>Grade Level Meetings</b>			
<b>May 30, 2016</b>	<b>Charlotte Sauls</b>	<b>Technology in Classrooms</b>		
<b>June 1, 2016</b>	<b>Grade Level Meetings</b>			

<b>STRATEGY Activity</b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b>Indicators of Implementation</b>
<b>ELA and Writing Strategies</b>					
a) The Fountas and Pinnell Guided	August 2013-May 2018	Teachers Administration	Substitutes \$5,000 Materials \$1000	Title I	Progress Monitoring Records Lesson plans

Reading program will provide instruction on the students' instructional level. Students' progress will be assessed through Fountas and Pinnell Benchmarking.		IC			Observation records Team meeting agendas and minutes
b) Targeted students in grades K-5 will complete Compass Odyssey lesson that are based on individualized RIT band scores and on individualized student needs.	Sept. 13-May 14	Teachers Computer lab Teacher	See teacher salary scale	Title I	Compass Odyssey Computer Lab Schedule  Bi-monthly Student Progress Reports  AIMSweb ELA MAP scores ELA PASS scores
c) Common grade level assessments will be aligned to Common Core state Standards and will be used to assess ELA instruction in the classroom in grades K-5. Weekly grade level meetings will include identification of units/areas to be taught, common core standards, how and when to use assessments, and how to adjust instruction accordingly. Grade levels will use common assessments for essential skills.	September 13-May 18	Teachers Administrative Team	No Cost		Weekly grade level meeting agendas and minutes  Lesson Plans  Power Teacher reports Observation Records Data Notebooks
d) Grade Levels Teams will meet weekly to develop lesson plans, analyze common assessments, and plan re-teaching strategies that will help students progress towards assessment goals.	August 13-May 18	Teachers Administrative Team	No Cost		Weekly grade level meeting minutes Lesson Plans Power Teacher Reports Observation Records Data Notebooks
e) All teachers in grades PreK-5 will participate in professional	Aug. 13-May 14	Teachers Instructional Coach Principal Administrative	\$25,000	Title I	Record of Attendance Lesson Plans Observation Records

<p>development sessions provided to include:</p> <p>Fountas and Pinnell trainers for K-5</p> <p>The district's ELA Academic Specialist for K-5</p> <p>*ELA trainings will support Common Core state standards, and the Balanced Literacy Model used in Fountas and Pinnell.</p> <p>*Classroom observations and lesson plans will reflect implementation of teaching strategies based on the training.</p>		Assistant			
e) Reading Interventionist serve students in K, 1, 2 and 3 who needed supplemental, targeted instruction in Reading.	Aug. 13 May 14	Administration Reading Interventionist	( See Teacher Salary Scale)	Title I	PAS-T Evaluation, AIMSWeb scores, ELA MAP Scores, ELA PASS Scores
<p>f) Reading intervention programs will be provided for students who need supplemental, targeted instruction.</p> <p>1. Early Reading Intervention and LLI –Kindergarten</p> <p>2. Soar to Success-First Grade</p>	October 13 May 18	Reading Specialist ESOL Teacher RTI Leadership Team Psychological Services	No Cost		Lesson Plans Progress Monitoring Reports RTI Meeting Agendas and Minutes
g) Utilize Learning Focused strategies to develop lesson plans and guide ELA instruction.	September 13- May 18	Teachers IC Principal	No Cost		Lesson Plans
h) Schedule professionals from the community to	September 13- May 18	Guidance Counselor Administration Teachers	No Cost		Attendance Log

serve as role models and read monthly to boys in grades 2-5. This program is called <i>Men Who Read</i> .					
<b>Math Strategies</b>					
a) Targeted students in grades K-5 will complete Compass Odyssey lessons that are based on individualized RIT band scores and on individualized student needs.	September 13-May 18	Teachers Computer lab Teacher	See teacher salary scale	Title I	Compass Odyssey Computer Lab Schedule  Bi-monthly Student Progress Reports  Math MAP scores Math PASS scores
b) Common grade level assessments aligned to the state standards will be used to assess math instruction in the classroom in grades K-5. Weekly grade level meetings will include identification of units/areas to be taught; how and when to use assessments to adjust instruction accordingly.	September 13-May 18	Teachers Administrative Team	No Cost		Weekly grade level meeting agendas and minutes.  Lesson Plans  Power Teacher reports Observation Records
c) Common grade level assessments will be aligned to Common Core state standards and will be used to assess ELA instruction in the classroom in grades K-5. Weekly grade level meetings will include identification of units/areas to be taught, common core standards, how and when to use assessments, and how to adjust instruction accordingly. Grade levels will use common assessments for essential skills.	September 13-May 18	Teachers Administrative Team	No Cost		Weekly grade level meeting agendas and minutes  Lesson Plans  Power Teacher reports Observation Records Data Notebooks

d) Grade Levels Teams will meet weekly to develop lesson plans, analyze common assessments, and plan re-teaching strategies that will help progress towards assessment goals.	August 12- May 18	Teachers Administrative Team	No Cost		Weekly grade level meeting minutes Lesson Plans Power Teacher Reports Observation Records Data Notebooks
e) Provide additional academic assistance in a before school program on Mondays, Tuesdays, Thursdays, and Fridays for 119 days beginning September 9, 2014 that will be offered to select students in grades 3-5 who have been identified as needing additional learning opportunities in Math	September 14- May 15	Computer Lab Teacher	See teacher salary pay scale	Title I	Monthly Student Report
f) District Academic Math Specialist will provide support	September 15 May 16	District Title I Personnel	\$0.00	Title I	Title I Records Math MAP scores, Math PASS scores

ACTIVITY Include Staff Development (Provide a brief one sentence description for each activity.)	START / END DATE	USE OF FUNDS	ACTIVITY COST	FUND SOURCE	EVALUATION
Increase student achievement by providing internal professional development in Writing, Reading, and Math. Professional development will include in-house and on-going training from current faculty members who are strong in various areas of Math and ELA. Trainings will include, but not limited to additional Balanced Literacy, Math and Technology training with In/Out Coaching sessions. These trainings will be conducted several times throughout the year and as determined by needs assessment. Coaching and/or modeling will provide immediate feedback and provide procedures that are applicable in the classroom immediately. Expenditures will include, but not limited to, training supplies, materials and substitutes. All training dates will be determined at a later date.		Supplies & Materials	\$500.00	Title I	MAP Reading, MAP Math, ACT Aspire, Writing
		Substitute Salary	\$3,000.00	Title I	
		Substitute Benefits	\$780.00	Title I	
Provide opportunity for members of Leadership team to attend conference -		Mileage	\$450.00	Title I	Title I Requirement
		Registration	\$900.00	Title I	

SCATA. Attendee(s) will be required to present / conduct a "Teach the Teacher" session upon return. {Attendees: 3 Staff Members}		Hotel	\$1,000.00	Title I	
Provide additional professional development opportunities in Balanced Literacy for all Paraprofessionals. Expenditures will include, but not limited to, training supplies and materials.		Supplies	\$0.00	Title I	Principal Requirement / Surveys
Two (2) book studies will be conducted to promote Team Building among all staff members. [Whale Done; How Full Is Your Bucket] {Facilitators: Colbert and Dr. Campbell}		Supplies	\$150.00	Title I	Principal Requirement / Surveys
Provide opportunity for two (2) Teachers to attend reading conferences - GCIRA and SCIRA. Attendee(s) will be required to present / conduct a "Teach the Teacher" session upon return.		Registration	\$800.00	Title I	Principal Selection / Surveys
		Hotel	\$400.00	Title I	
		Mileage	\$400.00	Title I	
Provide opportunities for teachers to visit other schools (inside & outside the district) that will allow AES to enhance the use of Balanced Literacy and PBIS to improve student achievement. Attendees will be required to present / conduct a "Teach the Teacher" session upon return.		Mileage	\$0.00	General Funds	Principal Selection / Surveys
Quarterly Data Days will be provided for teachers to work with Instructional Coaches and Interventionists to analyze data - MAP, AIMSweb, SCPASS, Benchmarks, Running Records, etc.		Substitute Salary	\$1,000.00	Title I	MAP - Reading & Math, ACT Aspire, AIMSweb, Running Records, Math Benchmarks, Teacher Surveys
		Substitute Benefits	\$260.00		



## STUDENT ATTENDANCE

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**GOAL AREA 3:** Provide a school environment supportive of learning.

**FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

**DATA SOURCE(S):** SDE School Report Card – School Profile page – Students section

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.5	96.0	96.8				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

## PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement   
 ☐ Teacher/Administrator Quality   
 ☒ School Climate   
 ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 78.6% in 2012 to 94.8% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #5

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	92.8	93.3	93.8	94.2	94.8
School Actual	78.6	95.2	78.5				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement   
 ☐ Teacher/Administrator Quality   
 ☒ School Climate   
 ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 93.2% in 2012 to 95.7% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.5 percentage point(s) annually students who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey item #18

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	93.7	94.2	94.7	95.2	95.7
School Actual	93.2	88.0	93.5				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

## TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 100% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, maintain percentage point(s) annually teachers who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #27

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	100	100	100	100	100
School Actual	100.0	96.0	93.1				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

## PARENT SATISFACTION – SAFETY

☐ Student Achievement   
 ☐ Teacher/Administrator Quality   
 ☒ School Climate   
 ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 88% in 2012 to 93% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 9.7 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #18

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	89	90	91	92	93
School Actual	92.3	88.0	81.3				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

\*SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.\*

## STUDENT SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other  
Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 92.0% in 2012 to 94.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0 percentage point(s) annually students who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey item #30

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017- 18</b>
School Projected	X	X	93	93.5	94	94.5	94.5
School Actual	93.2	92	93.5				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

## TEACHER SATISFACTION – SAFETY

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0 percentage point(s) annually teachers who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #39

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	<b>2015- 16</b>	<b>2016- 17</b>	<b>2017-18</b>
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

## Alexander Elementary

1601 West Bramlett Road  
Greenville, SC 29611

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	377 Students	
<b>Principal</b>	Dr. Sonya B. Campbell	864-355-1000
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Chuck Saylor	803-360-3527

# THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Average	Good
2013	Average	Average
2012	Below Average	Below Average
2011	Below Average	Average
2010	Below Average	Average

## 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://www.eoc.sc.gov>



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

Percent of students tested in 2013-14 whose 2012-13 test scores were located

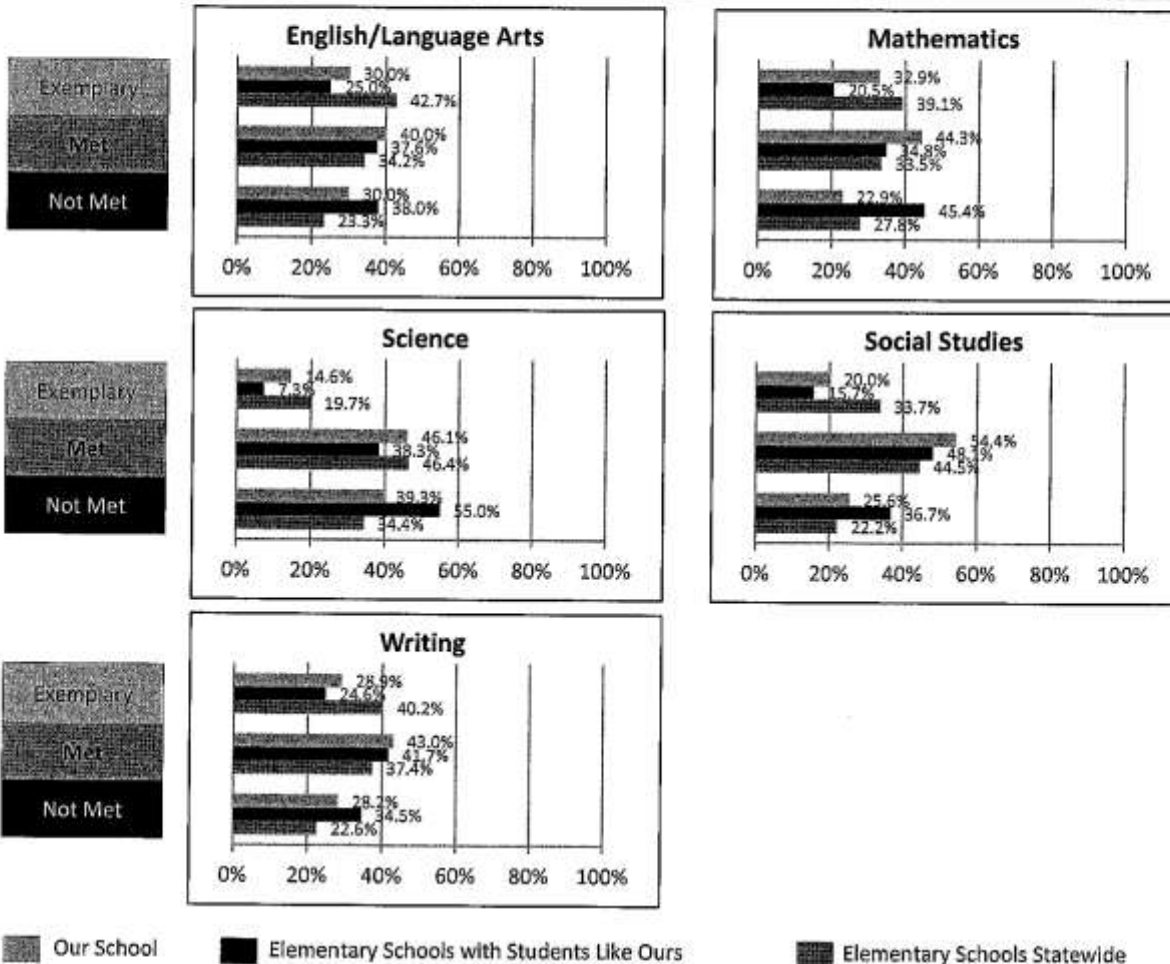
96.5%

## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	63	13	15

\* Ratings are calculated with data available by 11/13/2014.

## South Carolina Palmetto Assessment of State Standards (SC 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 student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means 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 = 377)</b>				
1st graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention Rate	0.0%	Down from 1.1%	1.6%	1.0%
Attendance Rate	96.8%	Up from 96.0%	95.9%	96.4%
Served by gifted and talented program	1.3%	Down from 2.4%	2.3%	2.3%
With disabilities	12.7%	Down from 15.2%	14.0%	12.5%
Older than usual for grades	2.6%	Up from 1.9%	2.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n = 31)</b>				
Teachers with advanced degrees	64.5%	Up from 63.3%	60.7%	62.3%
Continuing contract teachers	74.2%	Up from 70.0%	73.2%	81.2%
Teachers returning from previous year	84.1%	Down from 85.3%	82.9%	88.4%
Teacher attendance rate	95.2%	Up from 94.9%	95.3%	95.3%
Average teacher salary*	\$44,624	Down 1.0%	\$45,638	\$47,902
Professional development days/teacher	9.5 days	Down from 11.3 days	9.8 days	10.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 17.1 to 1	18.5 to 1	19.9 to 1
Prime instructional time	90.5%	Up from 89.1%	90.3%	90.5%
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 Good	Excellent	Excellent
Dollars spent per pupil**	\$8,694	Down 1.0%	\$8,691	\$7,680
Percent of expenditures for instruction**	67.9%	Down from 69.0%	65.0%	66.8%
Percent of expenditures for teacher salaries**	57.1%	Up from 67.0%	64.4%	66.0%

\* 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 committed to our mission of providing a safe, respectful environment where school and home promote high achievement for all learners. This brings breath to our Tag Line: "Learning Today with Tomorrow in Mind".

Alexander

Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive standards based, challenging curriculum from dedicated professional staff based on the individual needs of the students. Ongoing evaluations of students progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Alexander Elementary School's students and welcome any suggestions or questions from parents about the school and students progress. Together, through our hard work, our students will be challenged to reach their maximum potential.

Integrated lesson plans were developed by teachers in collaboration with other support staff. Teachers used information provided from common assessments and item analysis to determine skill mastery. Students received small group instruction for re-teaching and acceleration. We continue to use the Fountas and Pinell balanced literacy model. The guided reading component helped individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. Response to Intervention (RtI) reading program provided reading support to students in grades K through 3.

Our students are supported by parents and community volunteers who tutor and serve as mentors. One program that we are most proud of is the Men Who Read program. Each month we invite men from the community to read to male students in grades 2 through 5. Public Education Partners supported students learning by donating books for students to use in their home libraries. The Greeks of Greenville has support Alexander students by providing the school with basketball hoops and a variety of balls. ☐

Alexander is a great place where there is a relentless focus on student achievement. ☐

Dr. Sonya B. Campbell, Principal ☐

Melvin McDaniel, Chair, School Improvement Council

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	29	46	14
Percent satisfied with learning environment	93.1%	93.5%	78.5%
Percent satisfied with social and physical environment	100.0%	100.0%	82.3%
Percent satisfied with school-home relations	68.9%	95.6%	73.3%

\* 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

**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>78.2</b>
<b>Overall Grade Conversion</b>	<b>C</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

**Accountability Indicator (Title I Schools)**

Alexander Elementary has been designated as a:

	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
X	Title I School - does not qualify as Reward, Focus or Priority School.
	Non-Title I School - therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	3.7%	
Classes in high poverty schools not taught by highly qualified teachers	4.2	7.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes
			State
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)			61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials			0.0%

\* 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

## PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 3-5							
Students	626.0	630.5	609.9	626.7	100.0	100.0	100.0
Male	621.2	629.5	617.2	624.4	100.0	100.0	100.0
Female	630.3	631.6	600.3	628.1	100.0	100.0	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0	N/A
African American	629.4	629.2	N/A	633.7	100.0	100.0	N/A
Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	626.1	632.0	603.3	627.4	100.0	100.0	100.0
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	572.9	590.4	N/A	N/A	100.0	100.0	N/A
Limited English Proficient	623.2	630.9	601.6	621.3	100.0	100.0	100.0
Standardized Meals	625.0	629.9	608.8	626.3	100.0	100.0	100.0
Grant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Initial Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

Social Studies used as "Other Academic Indicator" for elementary and middle schools.

N/A-Not Applicable

N/AV-Not Available

Abbreviations for Missing Data

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

## Two Year Elementary and Middle School Grades Trend Data

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
2013	3	39	628.4	100.0	39	607.7	100.0
	4	50	626.7	100.0	50	620.8	100.0
	5	55	621.1	100.0	55	623.6	100.0
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	20	597.1	100.0	19	638.0	100.0
	4	50	589.3	100.0	50	618.3	100.0
	5	27	596.8	100.0	28	610.2	100.0
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
2014	3	65	638.6	100.0	65	632.7	98.5
	4	47	607.9	100.0	47	618.2	98.9
	5	48	627.6	100.0	48	641.3	100.0
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	33	619.7	100.0	32	637.6	97.0
	4	45	600.3	95.8	47	628.8	95.9
	5	25	615.5	100.0	23	608.5	100.0
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Social Studies used as \*Other Academic Indicator\* for elementary and middle schools.

\*TE: Results include the SC-ALT test.

N/A-Not Applicable

N/AV-Not Available

Abbreviations for Missing Data

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample



# Performance by Group - ESEA/Federal Accountability (District)

11/14/2014

230102

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
<b>Grades 3 - 5</b>								
Students	653.2	656.8	635.5	654.3	100.0	100.0	99.9	N/A
Male	648.2	656.6	636.6	655.4	100.0	100.0	99.9	N/A
Female	658.6	657.0	634.3	653.2	100.0	100.0	99.9	N/A
White	667.1	672.0	650.8	665.7	100.0	100.0	99.9	N/A
African American	627.0	624.4	607.2	631.6	100.0	100.0	99.9	N/A
Hispanic/Latino	682.1	699.7	661.2	682.9	100.0	100.0	100.0	N/A
Native American/Alaskan	635.0	640.4	616.0	640.4	100.0	100.0	100.0	N/A
Special Education	658.7	663.3	638.6	662.8	100.0	100.0	100.0	N/A
English Proficient	605.9	602.3	592.0	615.3	99.9	99.9	99.8	N/A
Limited English Proficient	638.0	648.1	620.5	642.9	100.0	100.0	100.0	N/A
Standardized Mean	632.4	632.1	614.4	634.8	100.0	100.0	99.9	N/A
Grant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Measurable	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
<b>Grades 6 - 8</b>								
Students	634.8	639.1	642.2	645.5	99.9	100.0	99.9	N/A
Male	627.4	637.8	642.8	648.2	99.9	100.0	99.8	N/A
Female	642.5	640.6	641.5	642.7	100.0	100.0	99.9	N/A
White	649.3	653.0	658.7	658.8	100.0	100.0	99.9	N/A
African American	607.1	609.2	609.1	618.1	99.9	99.9	99.8	N/A
Hispanic/Latino	664.5	687.8	680.0	682.8	100.0	100.0	100.0	N/A
Native American/Alaskan	615.9	623.3	623.3	629.6	100.0	100.0	99.9	N/A
Special Education	641.9	643.7	645.0	657.3	100.0	100.0	100.0	N/A
English Proficient	576.3	584.3	585.8	593.5	99.8	99.8	99.7	N/A
Limited English Proficient	615.6	626.9	624.2	632.1	99.9	100.0	99.9	N/A
Standardized Mean	612.4	616.2	617.8	622.9	99.9	99.9	99.8	N/A
Grant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Measurable	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
<b>Grades 9 - 12</b>								
Students	233.8	226.3	84.8	78.0	99.7	99.6	100.0	82.5
Male	229.9	226.4	85.0	78.9	99.6	99.4	100.0	78.6
Female	237.8	226.2	84.5	77.1	99.7	99.8	100.0	86.7
White	239.4	233.0	88.2	80.6	99.7	99.7	100.0	86.5
African American	221.9	210.2	77.4	72.3	99.6	99.4	100.0	74.1
Hispanic/Latino	245.0	249.9	91.3	83.5	100.0	100.0	100.0	93.2
Native American/Alaskan	226.4	218.8	79.5	73.7	99.7	99.8	100.0	77.3
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	100.0	84.6
English Proficient	205.9	197.1	71.8	69.4	99.1	98.5	100.0	43.1
Limited English Proficient	219.9	213.5	77.0	71.4	99.8	100.0	100.0	70.5
Standardized Mean	222.8	213.5	78.6	72.9	99.4	99.4	100.0	70.8
Grant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Measurable	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

Social Studies used as "Other Academic Indicator" for elementary and middle schools.

N/A-Not Applicable

N/AV-Not Available

Abbreviations for Missing Data

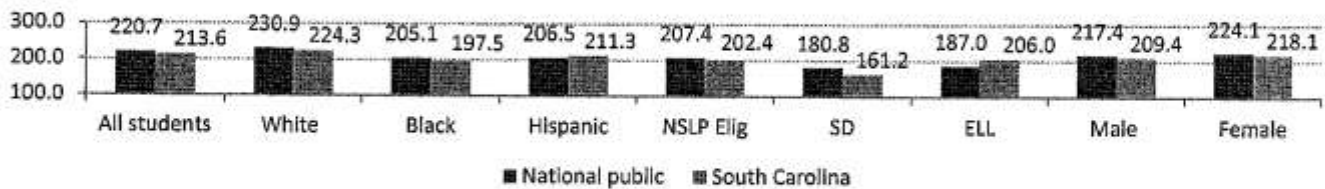
N/C-Not Collected

N/R-Not Reported

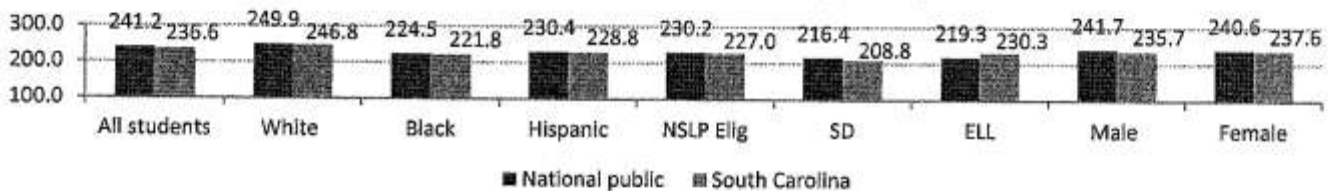
I/S-Insufficient Sample

\*Performance reported for SC and nation, data not available at school level.

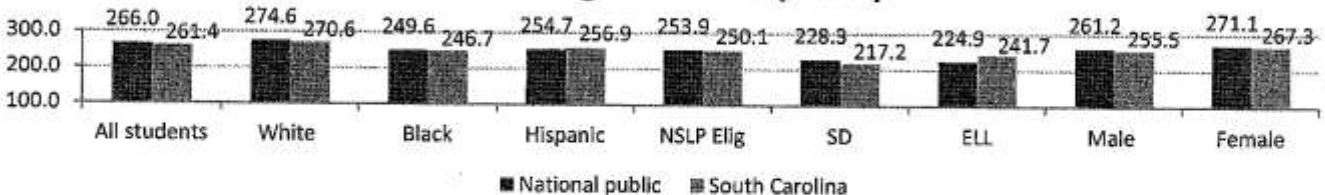
## Reading - Grade 4 (2013)



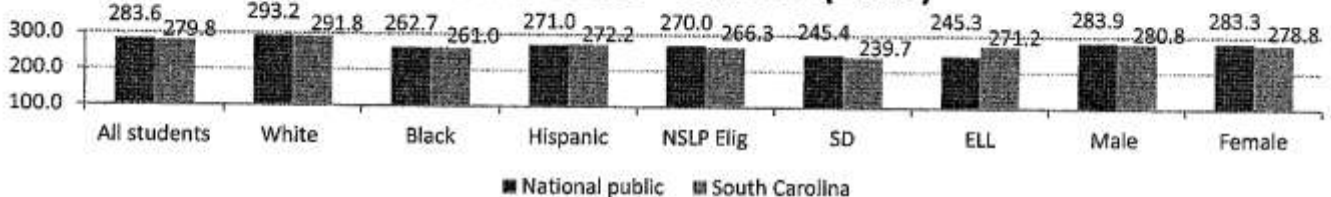
## Mathematics - Grade 4 (2013)



## Reading - Grade 8 (2013)



## Mathematics - Grade 8 (2013)



## Key

SLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
AEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

## Our School

Number of recently arrived ELL students exempted from ELA in state assessments

3

N/A-Not Applicable

N/AV-Not Available

Abbreviations for Missing Data

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample