



## Crosswell Drive Elementary

301 Crosswell Drive  
Sumter, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	652 Students	
<b>Principal</b>	Dr. Ayesha Hunter	803-775-0679
<b>Superintendent</b>	Zona W. Jefferson, Ph. D.	803-469-8536
<b>Board Chair</b>	Mr. Greg L. Simonson	803-778-1886

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	At-Risk	Below Average
2007	Below Average	Good
2006	Below Average	At-Risk
2005	Average	Below 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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

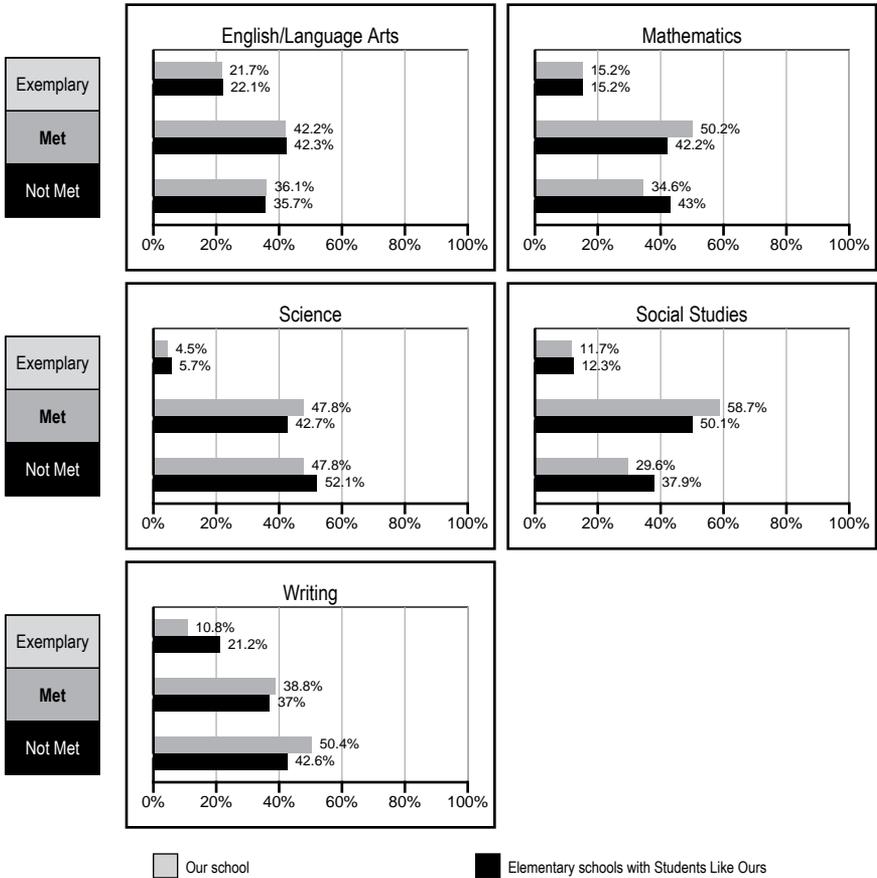
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.5%

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

Excellent	Good	Average	Below Average	At-Risk
1	3	69	63	32

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=652)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 4.2%	2.5%	1.9%
Attendance rate	95.7%	Down from 96.0%	96.1%	96.3%
Eligible for gifted and talented	4.2%	Up from 3.6%	3.3%	10.0%
With disabilities other than speech	12.1%	Up from 11.4%	7.5%	7.7%
Older than usual for grade	2.0%	Down from 3.3%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	42.9%	Up from 40.8%	57.1%	59.4%
Continuing contract teachers	75.5%	Up from 65.3%	71.8%	80.0%
Teachers with emergency or provisional certificates	2.3%	Down from 5.6%	0.0%	0.0%
Teachers returning from previous year	80.5%	Down from 82.7%	82.1%	85.9%
Teacher attendance rate	95.7%	Up from 91.8%	95.2%	95.1%
Average teacher salary*	\$41,464	Up 0.7%	\$45,725	\$47,149
Professional development days/teacher	13.9 days	Down from 16.8 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	0.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 21.6 to 1	16.7 to 1	18.8 to 1
Prime instructional time	91.1%	Up from 86.4%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,932	Up 3.9%	\$8,667	\$7,458
Percent of expenditures for instruction**	70.0%	Down from 70.7%	68.2%	68.8%
Percent of expenditures for teacher salaries**	62.6%	Up from 62.5%	62.1%	63.2%

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

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

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Crosswell Drive Elementary is a school where faculty and staff believe that an education is the key to a successful future. We are committed to providing students with a quality education in an environment that is conducive to learning. With continued support of parents, community members, and faculty, we are certain we will be successful in our endeavors. Crosswell Drive Elementary is a data-driven school that uses student progress to drive instruction. Our continuing instructional priority is to implement reading and writing strategies across the curriculum to improve student test scores.

The Magnet School for the Fine Arts and Technology was enhanced and students were given more opportunities to perform in the community. Students had the opportunity to participate in art, dance, piano, strings, technology, and voice programs. The Magnet Choir was again invited to perform on WLTX's Sounds of the Season Holiday Special.

To achieve our goal of providing a quality education, we provided several programs for our students, parents, and staff. Our students participated in the Math Jeopardy program through USC Sumter. We formed a partnership with the two schools and local area businesses to make the program a success. We also began the Crosswell Troops program that gave students the opportunity to work closely with soldiers from Fort Jackson on goal-setting and self-discipline. Our parents supported us through our Family Nights. Our final Family Night, "Are You Smarter than a CDE Cardinal?" had a turnout of over 300 community members. Finally, our staff participated in writing workshops, differentiated instruction training, and Math Dimensions 2000.

We have an open-door policy at Crosswell Drive Elementary. Visitors and volunteers are always welcome at our school. We are excited about the accomplishments at Crosswell Drive Elementary and invite you to come and be a part of them.

Dr. Ayesha Hunter, Principal  
Jacqueline Session, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	74	53
Percent satisfied with learning environment	86.7%	84.7%	78.4%
Percent satisfied with social and physical environment	86.4%	88.2%	88.7%
Percent satisfied with school-home relations	48.9%	85.5%	78.8%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI-DELAY

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
<b>HOLD</b>	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	299	99.3	34.7	41.6	23.7	81.8	84.2	82.8	Yes	Yes
<b>Gender</b>										
Male	145	100	36.1	42.1	21.8	75.9	80.9	79.3	N/A	N/A
Female	154	98.7	33.3	41.1	25.5	87.2	87.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	30	96.7	20.8	29.2	50	91.7	93.9	89.5	I/S	I/S
African American	261	99.6	36.3	42.9	20.8	80.8	80.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.8	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	73.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	61	96.7	33.3	47.4	19.3	78.9	59.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	70	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	267	99.3	36.4	40.9	22.7	81.4	79.5	75.5	Yes	Yes

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

All Students	299	99.3	33.2	50	16.8	77	77.3	78.9	Yes	Yes
<b>Gender</b>										
Male	145	100	36.1	45.1	18.8	75.9	75.2	77	N/A	N/A
Female	154	98.7	30.5	54.6	14.9	78	79.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	30	96.7	N/AV	N/AV	N/AV	100	91.3	87.2	I/S	I/S
African American	261	99.6	36.7	50.6	12.7	74.7	70.9	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.8	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	61	96.7	43.9	43.9	12.3	61.4	46.7	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	68	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	267	99.3	34.7	50.8	14.5	75.2	71	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	200	100	45.9	45.9	8.1	54.1	67.4	67.5
<b>Gender</b>								
Male	102	100	42.6	43.6	13.8	57.4	68.3	67
Female	98	100	49.5	48.4	2.2	50.5	66.5	68
<b>Racial/Ethnic Group</b>								
White	21	100	11.1	66.7	22.2	88.9	86.8	79.5
African American	172	100	50.9	42.3	6.7	49.1	58.2	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.3	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	39	100	63.2	15.8	21.1	36.8	34.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	179	100	47	46.3	6.7	53	58.8	55.1
<b>Social Studies</b>								
All Students	203	100	28.3	58.8	12.8	71.7	73.4	72.3
<b>Gender</b>								
Male	100	100	25	58.7	16.3	75	73.7	71.5
Female	103	100	31.6	58.9	9.5	68.4	73.2	73.2
<b>Racial/Ethnic Group</b>								
White	22	100	11.1	33.3	55.6	88.9	86.3	80.7
African American	176	100	30.1	62	7.8	69.9	67.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	42	100	43.9	48.8	7.3	56.1	45.7	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	182	100	28.9	59	12	71.1	66.4	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	296	95.6	50.2	39	10.9	49.8	66.6	70.2	95.7	95.9
<b>Gender</b>										
Male	143	93.7	63.5	25.4	11.1	36.5	59.4	63.2	95.3	95.7
Female	153	97.4	38.3	51.1	10.6	61.7	74.2	77.5	96	96.2
<b>Racial/Ethnic Group</b>										
White	28	100	29.2	33.3	37.5	70.8	84.2	79.1	95.3	95.8
African American	260	95	52.5	39.5	8	47.5	58.5	57.6	95.8	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.2	86.2	98.3	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.4	62.6	94.6	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.7
<b>Disability Status</b>										
Disabled	58	81	80.4	17.4	2.2	19.6	19.5	26.1	94.9	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	56.9	61.2	95	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	263	95.8	52.5	37.3	10.2	47.5	57.6	58.9	95.7	95.6

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	117	98.3	30.8	36.5	32.7	69.2
	4	102	100	37.2	45.7	17	62.8
	5	80	100	36.8	43.4	19.7	63.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	117	98.3	29.8	46.2	24	70.2
	4	102	100	36.2	46.8	17	63.8
	5	80	100	34.2	59.2	6.6	65.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	59	100	40.7	42.6	16.7	59.3
	4	102	100	45.7	47.9	6.4	54.3
	5	39	100	N/AV	N/AV	N/AV	45.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	60	100	25.9	53.7	20.4	74.1
	4	102	100	19.1	68.1	12.8	80.9
	5	41	100	53.8	43.6	2.6	46.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	112	89.3	51.6	29	19.4	48.4
	4	104	99	45.4	48.5	6.2	54.6
	5	80	100	54.5	39	6.5	45.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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