



Crosswell Elementary

161 School Road
Easley, SC 29640

Grades	PK-5 Elementary School	
Enrollment	496 Students	
Principal	Diane P. Brown	864-855-8160
Superintendent	Lee D'Andrea, Ph.D.	864-855-8150
Board Chair	Dr. B. J. Skelton	864-868-9691

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Average
2006	Good	Average
2005	Good	Good
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

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

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

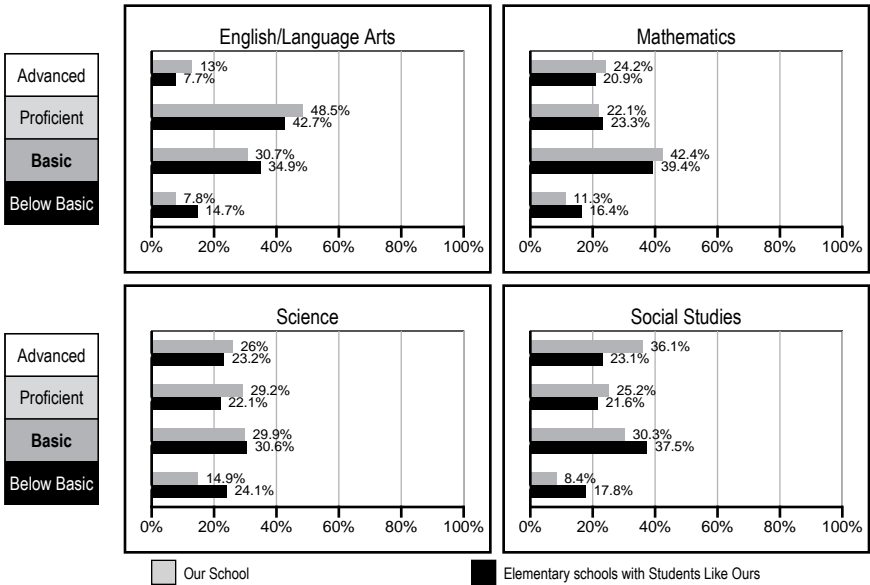
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	31	56	3	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=496)				
First graders who attended full-day kindergarten	97.6%	Up from 95.2%	100.0%	100.0%
Retention rate	3.2%	Down from 3.3%	2.1%	2.3%
Attendance rate	96.2%	Down from 96.5%	96.4%	96.3%
Eligible for gifted and talented	18.8%	Up from 12.6%	14.6%	10.4%
With disabilities other than speech	6.1%	Down from 7.1%	7.0%	7.5%
Older than usual for grade	0.7%	Down from 2.3%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	59.4%	Up from 53.1%	57.1%	56.7%
Continuing contract teachers	90.6%	Up from 87.5%	79.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.1%	Up from 84.9%	89.2%	86.4%
Teacher attendance rate	93.7%	Up from 93.6%	94.9%	94.9%
Average teacher salary	\$47,287	Up 7.6%	\$46,138	\$45,345
Professional development days/teacher	14.0 days	Up from 11.6 days	12.3 days	12.6 days
School				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 20.8 to 1	19.3 to 1	18.5 to 1
Prime instructional time	89.0%	Down from 89.1%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,627	Up 9.2%	\$6,412	\$7,052
Percent of expenditures for instruction*	62.9%	Up from 61.8%	69.6%	69.1%
Percent of expenditures for teacher salaries*	58.5%	Down from 58.9%	65.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Crosswell Elementary, a 4K-fifth grade school, served 496 students. With a focus on respectful behavior, we challenged our students to "Rope the 3R's of Success" and be ready, responsible, and respectful.

We continue to have an active PTA and School Improvement Council. Our PTA purchased swings to enhance the playground. A Family Fun Night and Library Night were sponsored by the SIC to encourage family participation and literacy. The Parenting Education Program joined the Crosswell campus aiding in the education of Pickens County's youngest students.

Teachers continued to advance their skills in the areas of technology and assessment. The addition of Promethean boards and laptops created technology-rich environments for students to be actively engaged in learning. Teachers continued the use of MAP assessment data to differentiate their instruction and create prescriptive lessons. A grant was received by our guidance counselor allowing students to gain knowledge about disabilities. Two teachers were selected to participate in the Roper Mountain Science P.L.U.S. Institute. Three teachers earned National Board Certification bringing Crosswell's total to seven.

Students were afforded opportunities through extra-curricular activities such as chorus and walking club. Programs such as Safety Patrol and Cub Citizens fostered leadership development in our students. Student artwork was displayed in the local hospital, art museum, and school district administrative office. Three students were chosen to participate in the Lakes and Mountains School of Arts summer program, and three students were selected to perform in the SC All-State Elementary Honor Choir.

School-wide service learning projects were encouraged. Crosswell students and staff raised monies to support the American Cancer Society, March of Dimes, Shriner's Hospital, and United Way. Students also participated in food drives and beautification projects, such as the addition of the Carolina fence on our Nature Trail.

Crosswell was recognized on the national level for the second time receiving the Core Essential Award for character education through Chick-fil-A. Curriculum Advantage bestowed national honors on Crosswell for having educators committed to excellence in education with Classworks, a computer software program.

Crosswell will continue to provide a quality education, search for ways to best meet the needs of our students, and strive to be a valued partner with our community.

Angela Thompson, SIC Chairperson □ Diane P. Brown, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	82	47
Percent satisfied with learning environment	100.0%	86.6%	91.5%
Percent satisfied with social and physical environment	100.0%	91.5%	85.1%
Percent satisfied with school-home relations	92.9%	90.2%	85.1%

* 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 13 out of 13 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

School Improvement Key

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

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	243	100	7.8	30.7	48.5	13	73.6	55.9	48.2	Yes	Yes
Gender											
Male	117	100	7.3	33	50.5	9.2	71.6	49.1	41.7	N/A	N/A
Female	126	100	8.2	28.7	46.7	16.4	75.4	63	55	N/A	N/A
Racial/Ethnic Group											
White	223	100	8	29.2	49.1	13.7	74.1	58.4	60	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	36.2	31.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	41.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
Disability Status											
Disabled	30	100	39.3	46.4	10.7	3.6	14.3	17.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	46	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	101	100	12.1	44	37.4	6.6	63.7	41	34	Yes	Yes

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

All Students	243	100	11.3	42.4	22.1	24.2	59.7	52.3	45.8	Yes	Yes
Gender											
Male	117	100	11	43.1	22.9	22.9	61.5	52.2	45.6	N/A	N/A
Female	126	100	11.5	41.8	21.3	25.4	58.2	52.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	223	100	10.8	41	22.6	25.5	60.8	55	59	Yes	Yes
African American	7	I/S	I/S	I/S	I/S	I/S	I/S	28.8	26.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	42.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
Disability Status											
Disabled	30	100	35.7	46.4	10.7	7.1	25	18.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	51.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	101	100	16.5	49.5	18.7	15.4	47.3	37.2	31.4	Yes	Yes

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

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	162	100	14.9	29.9	29.2	26	55.2	43.9	35.7	96.2	96.2
Gender											
Male	78	100	12.3	35.6	26	26	52.1	46.3	37.4	96.1	96.2
Female	84	100	17.3	24.7	32.1	25.9	58	41.4	33.8	96.3	96.3
Racial/Ethnic Group											
White	150	100	15.4	30.1	28	26.6	54.5	46.9	49.2	96.3	96.2
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	19.4	17	96.1	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	98.7	98
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	27.9	24.9	95.2	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.6	94.9
Disability Status											
Disabled	17	100	47.1	29.4	17.6	5.9	23.5	15.7	14	95.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	39	24.4	95.5	97.3
Socio-Economic Status											
Subsided meals	67	100	16.4	42.6	24.6	16.4	41	30.4	21.1	95.2	95.3
Social Studies											
All Students	167	100	8.4	30.3	25.2	36.1	61.3	43.8	34	96.2	96.2
Gender											
Male	84	100	3.9	26.3	25	44.7	69.7	46.1	36.6	96.1	96.2
Female	83	100	12.7	34.2	25.3	27.8	53.2	41.3	31.3	96.3	96.3
Racial/Ethnic Group											
White	153	100	7	31.7	26.1	35.2	61.3	45.8	44.5	96.3	96.2
African American	5	I/S	I/S	I/S	I/S	I/S	I/S	24.6	19.1	96.1	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	98.7	98
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	95.2	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.6	94.9
Disability Status											
Disabled	21	100	26.3	47.4	15.8	10.5	26.3	16.3	14.4	95.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	43.8	27.3	95.5	97.3
Socio-Economic Status											
Subsided meals	70	100	11.7	38.3	23.3	26.7	50	29.6	21	95.2	95.3

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

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	80	100	7.2	18.8	49.3	24.6	73.9	
	4	79	100	10.8	37.8	48.6	2.7	51.4	
	5	80	100	16.7	51.4	29.2	2.8	31.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	75	100	6.8	12.3	53.4	27.4	80.8	
	4	86	100	9	32.1	51.3	7.7	59	
	5	82	100	7.5	46.3	41.3	5	46.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	80	100	7.2	49.3	24.6	18.8	43.5	
	4	79	100	14.9	47.3	14.9	23	37.8	
	5	80	100	18.1	40.3	25	16.7	41.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	75	100	8.2	35.6	21.9	34.2	56.2	
	4	86	100	12.8	39.7	26.9	20.5	47.4	
	5	82	100	12.5	51.3	17.5	18.8	36.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	41	100	11.1	36.1	41.7	11.1	52.8	
	4	79	100	21.6	39.2	17.6	21.6	39.2	
	5	41	100	27.8	38.9	11.1	22.2	33.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	2.7	29.7	40.5	27	67.6	
	4	86	100	17.9	30.8	24.4	26.9	51.3	
	5	39	100	20.5	28.2	28.2	23.1	51.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	39	100	3	36.4	30.3	30.3	60.6	
	4	79	100	21.6	37.8	17.6	23	40.5	
	5	38	100	30.6	36.1	19.4	13.9	33.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	2.8	13.9	30.6	52.8	83.3	
	4	86	100	11.5	28.2	29.5	30.8	60.3	
	5	43	100	7.3	48.8	12.2	31.7	43.9	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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