



Crosswell Drive Elementary

301 Crosswell Drive
Sumter, South Carolina

Grades	PK-5 Elementary School	
Enrollment	661 Students	
Principal	Dr. Ayesha Hunter	803-775-0679
Superintendent	Zona Jefferson, PhD	803-469-8536
Board Chair	Ms. Jo R. White	803-773-7663

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

DEFINITIONS OF DISTRICT RATING TERMS

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

SOUTH CAROLINA PERFORMANCE GOAL

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

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

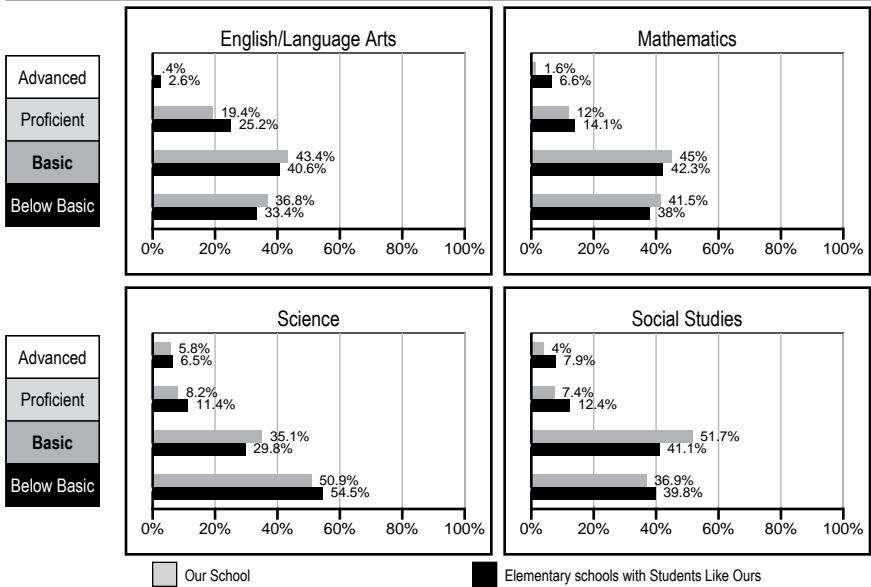
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	10	56	62

* 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=661)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.2%	Down from 4.6%	3.1%	2.3%
Attendance rate	96.0%	Down from 96.2%	96.0%	96.3%
Eligible for gifted and talented	3.6%	Up from 1.4%	3.4%	10.4%
With disabilities other than speech	11.4%	Up from 9.0%	7.8%	7.5%
Older than usual for grade	3.3%	Up from 2.6%	1.3%	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=49)				
Teachers with advanced degrees	40.8%	Down from 56.9%	54.4%	56.7%
Continuing contract teachers	65.3%	Down from 78.4%	69.6%	77.3%
Teachers with emergency or provisional certificates	5.6%	Down from 6.8%	0.0%	0.0%
Teachers returning from previous year	82.7%	Down from 87.0%	83.1%	86.4%
Teacher attendance rate	91.8%	Down from 94.5%	95.0%	94.9%
Average teacher salary	\$41,161	Up 2.8%	\$43,955	\$45,345
Professional development days/teacher	16.8 days	Up from 5.6 days	13.4 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 16.9 to 1	16.6 to 1	18.5 to 1
Prime instructional time	86.4%	Down from 89.9%	89.3%	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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,675	Up 6.7%	\$8,136	\$7,052
Percent of expenditures for instruction*	70.7%	Down from 70.8%	68.8%	69.1%
Percent of expenditures for teacher salaries*	62.5%	Down from 65.3%	62.1%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The staff of Crosswell Drive Elementary believes that a quality education is the key to a successful future. It is our goal to provide an opportunity for every child to receive a quality education in an environment that is conducive to learning. With continued support from parents and community members, we are certain we will be successful in our endeavors.

This year was a year of growth for Crosswell Drive Elementary. Through the efforts of our students and staff, our school received the distinguished Palmetto Silver Award for academic achievement and improvement. We are honored to have received this award and will continue to provide an exceptional academic program.

The Magnet School for the Fine Arts and Technology continues to progress. Students had the opportunity to participate in art, dance, piano, strings, voice, and technology. Students participating in the voice program performed on WLTX's Sounds of the Season holiday special for the second time. The magnet students journeyed to Atlanta and had the opportunity to see the Broadway show, "The Lion King."

The school continued to offer the READ 180 program and students involved in READ 180 made remarkable gains as they used technology to increase their reading fluency and comprehension. We continued our effort to improve math instruction by utilizing daily math drills and computer instruction. The school partnered with USC Sumter and our students participated in Math Jeopardy with the winning teams receiving prizes.

Crosswell Drive continued to offer juggling, double Dutch, chess, and the K-Kids club. These programs provided students with additional opportunities and experiences that enhanced the learning environment.

Ayesha Hunter Ed.D., Principal
 Jacqueline Session, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	73	43
Percent satisfied with learning environment	93.3%	75.0%	85.7%
Percent satisfied with social and physical environment	95.6%	82.9%	75.6%
Percent satisfied with school-home relations	69.6%	84.9%	78.6%

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 9 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

Continuing School Improvement

School Improvement Key

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

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	4.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

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	289	100	35.8	42.6	18.9	2.6	29.8	42.6	48.2	No	Yes
Gender											
Male	135	100	42.7	37.1	16.1	4	29	37.7	41.7	N/A	N/A
Female	154	100	29.8	47.5	21.3	1.4	30.5	47.7	55	N/A	N/A
Racial/Ethnic Group											
White	25	100	33.3	28.6	33.3	4.8	47.6	62.5	60	I/S	I/S
African American	254	100	35.9	44	17.5	2.6	28.6	33.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.1	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	33.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	50	100	60.4	22.9	4.2	12.5	12.5	14.4	16	No	Yes
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	8	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	253	100	37.7	43.3	16	3	26.4	31.7	34	No	Yes

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

All Students	289	100	40.4	44.2	12.1	3.4	21.5	37.9	45.8	No	Yes
Gender											
Male	135	100	36.3	48.4	9.7	5.6	21	38.3	45.6	N/A	N/A
Female	154	100	44	40.4	14.2	1.4	22	37.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	25	100	14.3	61.9	9.5	14.3	38.1	61	59	I/S	I/S
African American	254	100	42.7	42.3	12.4	2.6	20.1	26.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.5	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	50	100	54.2	31.3	4.2	10.4	16.7	17.5	17.1	No	Yes
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	8	I/S	I/S	I/S	I/S	I/S	I/S	34.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	253	100	43.3	42	11.7	3	18.6	25.9	31.4	No	Yes

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

Abbreviations for Missing Data

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

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	191	100	49.7	34.3	8	8	16	30.6	35.7	96	96.1
Gender											
Male	84	100	44.9	33.3	11.5	10.3	21.8	32.7	37.4	95.8	95.9
Female	107	100	53.6	35.1	5.2	6.2	11.3	28.6	33.8	96.2	96.3
Racial/Ethnic Group											
White	18	100	26.7	33.3	20	20	40	54.7	49.2	94.8	96.1
African American	167	100	51.9	33.8	7.1	7.1	14.3	19.3	17	96.1	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	N/A	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	21.6	24.9	96	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.4	97.1
Disability Status											
Disabled	29	100	50	28.6	3.6	17.9	21.4	16.7	14	95.6	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	22.2	24.4	95.8	96
Socio-Economic Status											
Subsided meals	169	100	51.6	33.5	7.7	7.1	14.8	18.8	21.1	96	95.7
Social Studies											
All Students	196	100	35.9	50.3	8.8	5	13.8	28.7	34	96	96.1
Gender											
Male	91	100	32.5	51.8	12	3.6	15.7	32.2	36.6	95.8	95.9
Female	105	100	38.8	49	6.1	6.1	12.2	25.1	31.3	96.2	96.3
Racial/Ethnic Group											
White	14	100	45.5	27.3	18.2	9.1	27.3	49.3	44.5	94.8	96.1
African American	175	100	35.6	52.1	7.4	4.9	12.3	19.2	19.1	96.1	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	N/A	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	30	27.5	96	95.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.4	97.1
Disability Status											
Disabled	36	100	47.2	30.6	13.9	8.3	22.2	15.5	14.4	95.6	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.3	95.8	96
Socio-Economic Status											
Subsided meals	170	100	38.5	50.6	6.4	4.5	10.9	19.5	21	96	95.7

* 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	112	100	32.3	37.5	21.9	8.3	30.2	
	4	81	100	31.2	49.4	18.2	1.3	19.5	
	5	70	100	21	72.6	6.5	0	6.5	
	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	119	100	29	40.2	25.2	5.6	30.8	
	4	97	100	47.2	39.3	13.5	0	13.5	
	5	73	100	31.9	50.7	15.9	1.4	17.4	
	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	112	100	38.5	46.9	9.4	5.2	14.6	
	4	81	100	40.3	37.7	18.2	3.9	22.1	
	5	70	100	12.9	69.4	9.7	8.1	17.7	
	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	119	100	42.1	44.9	7.5	5.6	13.1	
	4	97	100	39.3	48.3	12.4	0	12.4	
	5	73	100	39.1	37.7	18.8	4.3	23.2	
	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	57	100	80.5	17.1	2.4	0	2.4	
	4	81	100	46.8	40.3	7.8	5.2	13	
	5	35	100	28.1	53.1	12.5	6.3	18.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	41.2	39.2	7.8	11.8	19.6	
	4	97	100	46.1	39.3	7.9	6.7	14.6	
	5	36	100	71.4	14.3	8.6	5.7	14.3	
	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	63	100	71.7	26.1	2.2	0	2.2	
	4	81	100	49.4	42.9	6.5	1.3	7.8	
	5	35	100	40	60	0	0	0	
	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	62	100	27.6	55.2	13.8	3.4	17.2	
	4	97	100	38.2	50.6	6.7	4.5	11.2	
	5	37	100	44.1	41.2	5.9	8.8	14.7	
	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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