



CROSSWELL ELEMENTARY

161 School Road
Easley, SC 29640

Grades	PK-5 Elementary School	
Enrollment	475 Students	
Principal	Traci T. Boyles	864-397-1600
Superintendent	Dr. Henry Hunt	864-397-1000
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Excellent
2008	Good	Below Average
2007	Good	Average
2006	Good	Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

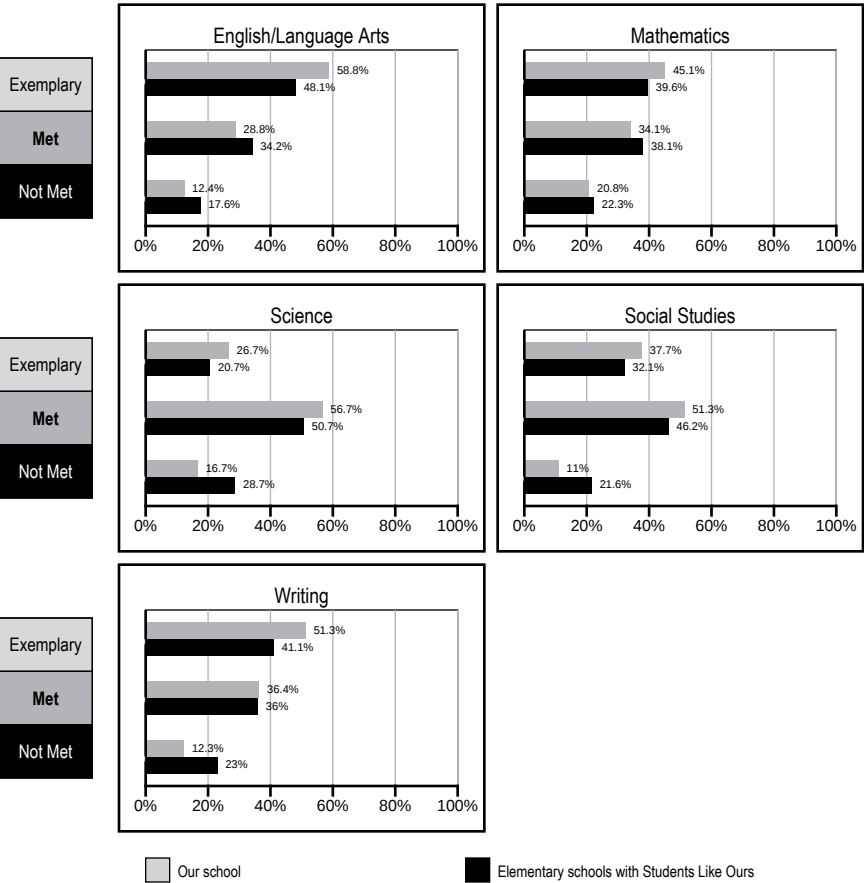
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	38	30	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

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

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=475)				
First graders who attended full-day kindergarten	93.4%	Up from 90.8%	100.0%	100.0%
Retention rate	1.3%	Down from 3.5%	1.2%	1.2%
Attendance rate	96.4%	Down from 96.6%	96.2%	96.1%
Eligible for gifted and talented	23.5%	Up from 16.7%	16.0%	11.7%
With disabilities other than speech	6.2%	Up from 5.7%	7.6%	8.0%
Older than usual for grade	0.5%	Up from 0.3%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	67.7%	Up from 56.3%	61.1%	60.5%
Continuing contract teachers	90.3%	Down from 93.8%	86.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.7%	Down from 93.9%	89.1%	87.0%
Teacher attendance rate	95.5%	Up from 95.4%	95.5%	95.4%
Average teacher salary*	\$49,505	Up 2.1%	\$48,007	\$47,288
Professional development days/teacher	9.5 days	Down from 16.5 days	10.7 days	10.5 days
School				
Principal's years at school	1.0	Down from 13.0	5.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.1 to 1	19.9 to 1	19.2 to 1
Prime instructional time	91.6%	Down from 91.7%	90.8%	90.8%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,326	Up 0.7%	\$7,072	\$7,548
Percent of expenditures for instruction**	62.4%	Down from 63.0%	69.1%	68.7%
Percent of expenditures for teacher salaries**	58.8%	Up from 56.3%	65.7%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Crosswell Elementary, a 4K-fifth grade school, served 468 students. We enjoyed our year of being "WILD About Learning!" and focused on student achievement.

We continued to have an active PTA and School Improvement Council. Our PTA worked to raise funds for a new stage. SIC hosted Library Night to encourage family participation and literacy. Our PTA and SIC joined forces to host a Spring Fling with activities, games, and an emphasis on opportunities for summer reading. The Parenting Education Program continued to be a part of the Crosswell campus.

Teachers continued to advance their skills in the areas of technology, balanced literacy, and formative assessments. Technology was infused into instruction through the use of flipcharts on the Promethean Board and Classworks software. MAP Assessment data was used to differentiate instruction and creative prescriptive lessons. One teacher earned National Board Certification bringing Crosswell's total to six. One teacher was chosen to participate in the Roper Mountain Science PLUS Institute.

Students were afforded opportunities through extra-curricular activities such as chorus and the walking club. Programs such as Safety Patrols 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 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, Shriners Hospital, and United Way. Students also participated in food drives such as the national "Souper Bowl" of caring.

Crosswell was recognized as a Palmetto Silver Award-winning school for closing the achievement gap. Our school was awarded the Palmetto Gold Award for overall general performance. Crosswell received recognition for being a Safe School for the second consecutive year.

Crosswell Elementary continues to provide a quality education and partners with parents and the community to meet the needs of our students. We challenge young minds to work together for excellence in education while striving for success in life.

Traci T. Boyles, Principal

Elizabeth Baldree, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	63	30
Percent satisfied with learning environment	90.3%	85.7%	96.7%
Percent satisfied with social and physical environment	90.3%	87.3%	93.3%
Percent satisfied with school-home relations	96.8%	88.9%	83.3%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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School Improvement Key

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

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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	238	100	12.4	28.8	58.8	96.5	87.2	83.5	Yes	Yes
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Gender

Male	112	100	18.4	28.2	53.4	93.2	84	80.1	N/A	N/A
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Female	126	100	7.3	29.3	63.4	99.2	90.7	87	N/A	N/A
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Racial/Ethnic Group

White	215	100	10.3	28.4	61.3	97.5	88.7	89.6	Yes	Yes
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African American	11	100	27.3	36.4	36.4	81.8	75.4	74.6	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	82.5	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.1	85.1	I/S	I/S
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Disability Status

Disabled	24	100	30.4	52.2	17.4	82.6	57.1	51.7	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81.2	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	115	100	15.9	30.8	53.3	95.3	81.6	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	238	100	20.8	34.1	45.1	89.4	83.8	80.4	Yes	Yes
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Gender

Male	112	100	25.2	29.1	45.6	87.4	81.7	78.4	N/A	N/A
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Female	126	100	17.1	38.2	44.7	91.1	86.1	82.5	N/A	N/A
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Racial/Ethnic Group

White	215	100	18.1	34.3	47.5	91.2	85.6	87.8	Yes	Yes
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African American	11	100	36.4	54.5	9.1	72.7	71.2	69.3	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.2	93.5	I/S	I/S
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	72.5	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.8	83.2	I/S	I/S
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Disability Status

Disabled	24	100	47.8	34.8	17.4	69.6	51.2	46.1	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.2	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	115	100	28	35.5	36.4	84.1	76.6	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	159	100	16.7	56.7	26.7	83.3	76.1	67.3
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Gender

Male	73	100	18.5	46.2	35.4	81.5	76.1	66.9
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Female	86	100	15.3	64.7	20	84.7	76.2	67.7
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Racial/Ethnic Group

White	142	100	16.4	54.5	29.1	83.6	78.5	79.6
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African American	7	I/S	I/S	I/S	I/S	I/S	57.3	49.7
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.8	84.4
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Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.5	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65	69.5
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Disability Status

Disabled	17	100	47.1	47.1	5.9	52.9	43.7	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.5	58.6
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Socio-Economic Status

Subsidized meals	81	100	21.3	58.7	20	78.7	65.7	55.4
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Social Studies

All Students	158	100	11	51.3	37.7	89	77	70.9
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Gender

Male	70	100	14.7	41.2	44.1	85.3	76	70.1
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Female	88	100	8.1	59.3	32.6	91.9	78	71.7
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Racial/Ethnic Group

White	142	100	9.4	50	40.6	90.6	78.5	79.2
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African American	9	I/S	I/S	I/S	I/S	I/S	64.5	58.4
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.5	86.8
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.6	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	71.2
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Disability Status

Disabled	16	100	26.7	53.3	20	73.3	41.2	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	76.2	68
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Socio-Economic Status

Subsidized meals	76	100	10.8	62.2	27	89.2	67.4	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	237	100	12.3	36.4	51.3	87.7	79.4	72.1	96.4	96.2
Gender										
Male	110	100	17.5	40.8	41.7	82.5	72.7	65.2	96.6	96.2
Female	127	100	8	32.8	59.2	92	86.5	79.2	96.3	96.2
Racial/Ethnic Group										
White	214	100	11.2	36.4	52.4	88.8	81.3	80.8	96.4	96.1
African American	11	100	18.2	54.5	27.3	81.8	65.4	59.7	96	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88	87	97.4	97.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.4	64.6	96.8	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	62.1	73.4	95	95.1
Disability Status										
Disabled	26	100	N/AV	N/AV	N/AV	52	34.8	27.7	96.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	93.1
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.5	63.7	98	97.4
Socio-Economic Status										
Subsidized meals	112	100	14	47.7	38.3	86	69.8	61.9	95.9	95.5

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	66	100	13.1	41	45.9	86.9
	4	76	100	8.3	34.7	56.9	91.7
	5	79	100	9	46.2	44.9	91
	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
2010	3	87	100	12.2	19.5	68.3	87.8
	4	79	100	15.4	37.2	47.4	84.6
	5	72	100	9.1	30.3	60.6	90.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	66	100	24.6	42.6	32.8	75.4
	4	76	100	13.9	34.7	51.4	86.1
	5	79	100	9	52.6	38.5	91
	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
2010	3	87	100	28	17.1	54.9	72
	4	79	100	21.8	48.7	29.5	78.2
	5	72	100	10.6	37.9	51.5	89.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	33	97	31	48.3	20.7	69
	4	76	100	11.1	61.1	27.8	88.9
	5	38	100	8.1	59.5	32.4	91.9
	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
2010	3	43	100	22.5	47.5	30	77.5
	4	79	100	14.1	65.4	20.5	85.9
	5	37	100	15.6	46.9	37.5	84.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	33	100	9.7	35.5	54.8	90.3
	4	76	100	6.9	33.3	59.7	93.1
	5	41	100	17.1	41.5	41.5	82.9
	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
2010	3	44	100	11.9	38.1	50	88.1
	4	79	100	9	60.3	30.8	91
	5	35	100	14.7	47.1	38.2	85.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	67	100	21	22.6	56.5	79
	4	80	100	5.3	31.6	63.2	94.7
	5	81	100	13.8	33.8	52.5	86.3
	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
2010	3	87	100	12	38.6	49.4	88
	4	79	100	12.8	35.9	51.3	87.2
	5	71	100	11.9	34.3	53.7	88.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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