

## CROSSWELL DRIVE ELEMENTARY

301 Crosswell Drive  
Sumter, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	624 Students	
<b>Principal</b>	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 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	At-Risk	Below Average
2007	Below Average	Good
2006	Below Average	At-Risk

## 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

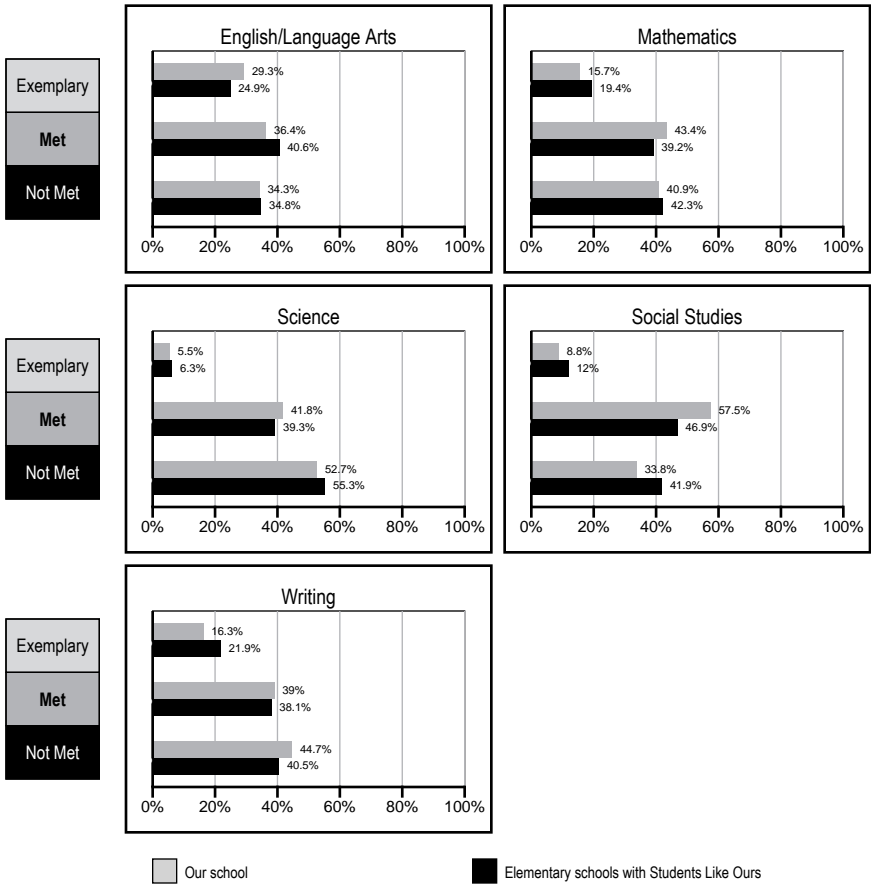
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	80	57	23

\* 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
<b>Students (n=624)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 2.3%	1.5%	1.2%
Attendance rate	95.2%	Down from 95.7%	95.9%	96.1%
Eligible for gifted and talented	4.6%	Up from 4.2%	4.4%	11.7%
With disabilities other than speech	9.2%	Down from 12.1%	8.4%	8.0%
Older than usual for grade	1.2%	Down from 2.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	42.6%	Down from 42.9%	60.0%	60.5%
Continuing contract teachers	70.2%	Down from 75.5%	78.8%	84.6%
Teachers with emergency or provisional certificates	2.6%	Up from 2.3%	0.0%	0.0%
Teachers returning from previous year	81.9%	Up from 80.5%	83.5%	87.0%
Teacher attendance rate	95.6%	Down from 95.7%	95.4%	95.4%
Average teacher salary*	\$41,805	Up 0.8%	\$45,504	\$47,288
Professional development days/teacher	4.5 days	Down from 13.9 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 0.0	3.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 18.3 to 1	17.1 to 1	19.2 to 1
Prime instructional time	90.1%	Down from 91.1%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 83.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,664	Down 3.9%	\$8,757	\$7,548
Percent of expenditures for instruction**	69.3%	Down from 70.0%	68.1%	68.7%
Percent of expenditures for teacher salaries**	66.1%	Up from 62.6%	62.5%	65.1%

\* 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. Flag football and step teams were implemented successfully. These programs taught athletic skills along with motivating students to work hard inside and outside of the classroom. 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 an evaluation process that measured classroom rigor.

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  
LaTasha Temoney, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	85	51
Percent satisfied with learning environment	83.7%	73.5%	79.2%
Percent satisfied with social and physical environment	88.1%	74.4%	87.5%
Percent satisfied with school-home relations	55.8%	82.1%	78.0%

\* 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

<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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	271	100	33.1	35.1	31.9	83.7	82.9	83.5	Yes	Yes
<b>Gender</b>										
Male	154	100	39.4	30.3	30.3	78.2	79.6	80.1	N/A	N/A
Female	117	100	24.8	41.3	33.9	90.8	86.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	23	100	14.3	38.1	47.6	90.5	93.3	89.6	I/S	I/S
African American	242	100	34.2	35.6	30.2	82.7	78.4	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.4	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	86.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	50	15.6	34.4	59.4	51.4	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	247	100	35.4	34.1	30.6	82.5	78.5	76.9	Yes	Yes

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

All Students	271	100	39.4	42.6	17.9	79.7	78.5	80.4	Yes	Yes
<b>Gender</b>										
Male	154	100	37.3	41.5	21.1	81	76.8	78.4	N/A	N/A
Female	117	100	42.2	44	13.8	78	80.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	23	100	14.3	42.9	42.9	90.5	91	87.8	I/S	I/S
African American	242	100	41.8	42.7	15.6	78.7	73	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.6	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	59.4	15.6	25	53.1	45.2	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	72	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	247	100	40.6	41.9	17.5	79	73.3	72.8	Yes	Yes

\* 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

## 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	185	99.5	50.9	40.4	8.8	49.1	66.4	67.3
<b>Gender</b>								
Male	103	99	44.7	41.5	13.8	55.3	65.6	66.9
Female	82	100	58.4	39	2.6	41.6	67.2	67.7
<b>Racial/Ethnic Group</b>								
White	14	100	15.4	46.2	38.5	84.6	86.9	79.6
African American	165	99.4	54.2	39.2	6.5	45.8	57.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.6	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	62.8	59.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	21	95.2	50	15	35	50	34.5	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	52.4	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	168	99.4	53.5	38.1	8.4	46.5	58.7	55.4
<b>Social Studies</b>								
All Students	179	100	32.7	56.4	10.9	67.3	70.4	70.9
<b>Gender</b>								
Male	111	100	36.6	49.5	13.9	63.4	69.4	70.1
Female	68	100	26.6	67.2	6.3	73.4	71.6	71.7
<b>Racial/Ethnic Group</b>								
White	18	100	35.3	35.3	29.4	64.7	82.9	79.2
African American	161	100	32.4	58.8	8.8	67.6	65	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	79.2	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	72.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	23	100	50	22.7	27.3	50	40.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	166	100	35.3	53.6	11.1	64.7	64	60.8

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
<b>Writing</b>										
All Students	277	96	44.5	39.2	16.3	55.5	66.7	72.1	95.2	95.8
<b>Gender</b>										
Male	157	94.3	54.1	30.4	15.6	45.9	60.1	65.2	94.8	95.6
Female	120	98.3	32.7	50	17.3	67.3	73.9	79.2	95.6	96
<b>Racial/Ethnic Group</b>										
White	26	96.2	33.3	42.9	23.8	66.7	82.7	80.8	95.1	95.6
African American	246	95.9	45.7	38.8	15.5	54.3	60	59.7	95.2	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.6	87	96.8	97.2
Hispanic	4	I/S	I/S	I/S	I/S	I/S	54.8	64.6	95.1	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	97.1	93.2
<b>Disability Status</b>										
Disabled	34	70.6	87	8.7	4.3	13	17.6	27.7	94.6	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	98.1
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	44	63.7	95.3	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	251	95.6	48	37.2	14.8	52	58.5	61.9	95.2	95.4

Abbreviations for Missing Data

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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>2010</b>	3	93	100	23.8	27.4	48.8	76.2
	4	90	100	38.6	41	20.5	61.4
	5	88	100	36.9	36.9	26.2	63.1
	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
<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>2010</b>	3	93	100	36.9	39.3	23.8	63.1
	4	90	100	33.7	53	13.3	66.3
	5	88	100	47.6	35.7	16.7	52.4
	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
<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>2010</b>	3	50	98	59.1	22.7	18.2	40.9
	4	90	100	47	49.4	3.6	53
	5	45	100	50	40.9	9.1	50
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<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>2010</b>	3	46	100	23.8	57.1	19	76.2
	4	90	100	28.9	61.4	9.6	71.1
	5	43	100	50	45	5	50
	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
<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
<b>2010</b>	3	94	90.4	28.6	48.1	23.4	71.4
	4	92	100	54.1	32.9	12.9	45.9
	5	91	97.8	49.4	37.3	13.3	50.6
	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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