

## CROSSWELL DRIVE ELEMENTARY

301 Crosswell Drive  
Sumter, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	630 Students	
<b>Principal</b>	Ayesha Hunter	803-775-0679
<b>Superintendent</b>	Mr. Randolph Bynum, Sr.	803-469-6900
<b>Board Chair</b>	Mr. Larry D. Addison	803-469-6900

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Below Average</b>
2010	Average	Average
2009	Average	Average
2008	At-Risk	Below Average
2007	Below Average	Good

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

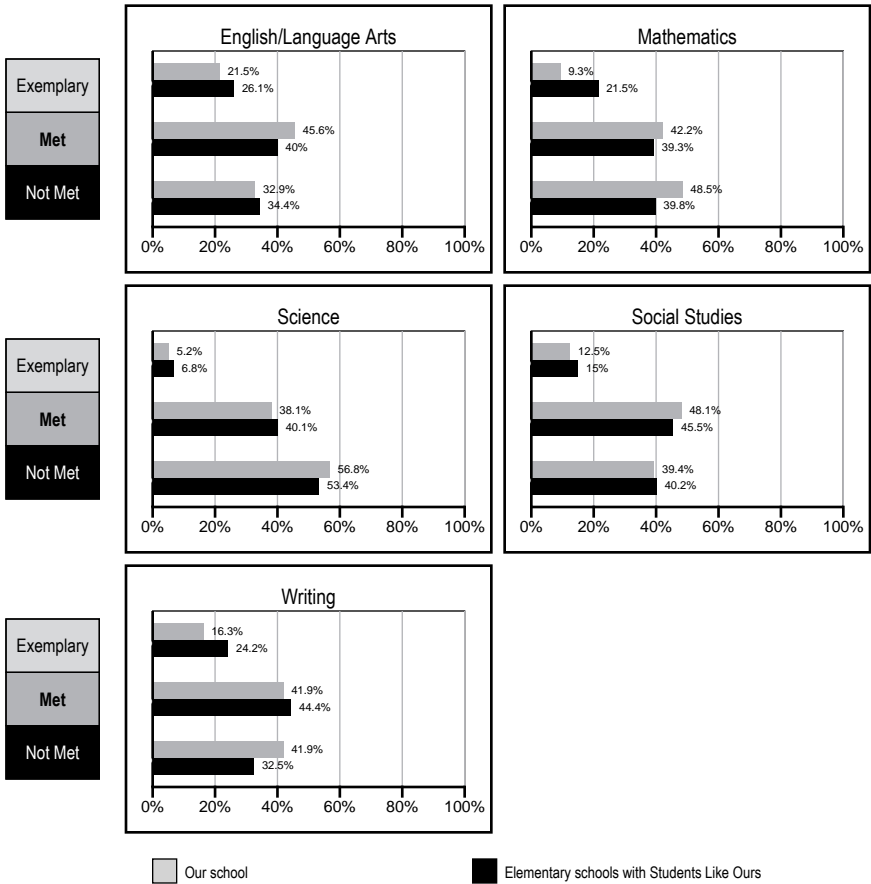
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	6	80	51	23

\* Ratings are calculated with data available by 11/09/2011.

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=630)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 2.1%	1.5%	1.1%
Attendance rate	94.8%	Down from 95.2%	96.0%	96.2%
Served by gifted and talented program	4.6%	No Change	5.3%	13.4%
With disabilities other than speech	3.5%	Down from 9.2%	4.3%	4.1%
Older than usual for grade	0.7%	Down from 1.2%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	48.9%	Up from 42.6%	61.9%	62.5%
Continuing contract teachers	80.0%	Up from 70.2%	82.1%	88.2%
Teachers returning from previous year	86.4%	Up from 81.9%	84.6%	87.8%
Teacher attendance rate	93.9%	Down from 95.6%	95.2%	95.2%
Average teacher salary*	\$42,613	Up 1.9%	\$45,155	\$46,773
Professional development days/teacher	8.8 days	Up from 4.5 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 15.7 to 1	17.5 to 1	19.9 to 1
Prime instructional time	88.2%	Down from 90.1%	90.3%	90.4%
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**	\$6,918	Up 3.8%	\$8,514	\$7,447
Percent of expenditures for instruction**	72.0%	Up from 69.3%	67.6%	68.4%
Percent of expenditures for teacher salaries**	66.5%	Up from 66.1%	63.9%	65.8%

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

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

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

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	29	86	53
Percent satisfied with learning environment	100.0%	90.6%	76.9%
Percent satisfied with social and physical environment	96.6%	86.7%	75.0%
Percent satisfied with school-home relations	58.6%	89.3%	75.0%

\* 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

NO

This school met 10 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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	271	100	31.5	43.5	25	79	79.8	82.4	Yes	Yes
<b>Gender</b>										
Male	155	100	37.9	38.6	23.4	73.8	75.9	78.7	N/A	N/A
Female	116	100	22.3	50.5	27.2	86.4	84	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	24	100	10.5	21.1	68.4	89.5	91.4	88.9	I/S	I/S
African American	240	100	32.4	46.4	21.2	78.8	75.2	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.8	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	41.9	22.6	35.5	45.2	44.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	255	100	32.8	43.5	23.7	78.4	75.1	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	271	100	46.4	41.1	12.5	66.9	79.1	81.9	No	Yes
<b>Gender</b>										
Male	155	100	46.9	38.6	14.5	66.2	77	79.9	N/A	N/A
Female	116	100	45.6	44.7	9.7	68	81.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	24	100	26.3	31.6	42.1	68.4	91.1	88.9	I/S	I/S
African American	240	100	47.7	42.3	9.9	67.6	74	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.5	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	61.3	9.7	29	38.7	43.2	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	255	100	47.4	40.9	11.6	65.9	74.3	74.9	No	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	179	100	54	36.2	9.8	46	65.3	68.6
<b>Gender</b>								
Male	100	100	49.5	38.5	12.1	50.5	63.9	68.3
Female	79	100	59.7	33.3	6.9	40.3	66.8	68.9
<b>Racial/Ethnic Group</b>								
White	20	100	26.7	33.3	40	73.3	85.4	80.7
African American	152	100	56	36.9	7.1	44	56.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	23	100	57.1	4.8	38.1	42.9	33.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	61.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	169	100	54.9	35.9	9.2	45.1	57.9	57.3
<b>Social Studies</b>								
All Students	181	100	38	46.4	15.7	62	71	72.5
<b>Gender</b>								
Male	104	100	41.4	40.4	18.2	58.6	71.3	72
Female	77	100	32.8	55.2	11.9	67.2	70.7	73.1
<b>Racial/Ethnic Group</b>								
White	10	I/S	I/S	I/S	I/S	I/S	87.4	81
African American	169	100	38.9	46.5	14.6	61.1	64.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.9	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	21	100	55	15	30	45	45.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	55.9	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	169	100	39	47.4	13.6	61	64.6	62.9

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	89	100	41.9	41.9	16.3	58.1	69	73.2	94.8	95.7
<b>Gender</b>										
Male	57	100	47.3	38.2	14.5	52.7	62.6	67.2	94.6	95.4
Female	32	100	32.3	48.4	19.4	67.7	76.2	79.4	95	95.9
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	85.6	81.5	94.3	95.7
African American	80	100	44.9	39.7	15.4	55.1	62	61.3	94.8	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	87	98.1	96.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	53.6	66.7	96.4	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.1
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	15.9	26	94	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	42.9	65.7	96.8	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	82	100	45.6	39.2	15.2	54.4	62.1	63.2	94.7	95.2

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>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>2011</b>	3	93	100	22.2	38.3	39.5	77.8
	4	85	100	38.5	46.2	15.4	61.5
	5	88	100	35.7	48.8	15.5	64.3
	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
<b>Mathematics</b>							
<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>2011</b>	3	93	100	60.5	25.9	13.6	39.5
	4	85	100	52.6	42.3	5.1	47.4
	5	88	100	29.8	54.8	15.5	70.2
	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>Science</b>							
<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
<b>2011</b>	3	47	100	55	22.5	22.5	45
	4	85	100	55.1	42.3	2.6	44.9
	5	44	100	54.8	40.5	4.8	45.2
	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

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>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>2011</b>	3	50	100	34.1	40.9	25	65.9
	4	85	100	35.9	51.3	12.8	64.1
	5	44	100	47.6	45.2	7.1	52.4
	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>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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	89	100	41.9	41.9	16.3	58.1
	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

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