



## CROSSROADS MIDDLE

6949 St. Andrews Road  
Columbia, SC 29212-1100

<b>Grades</b>	6 Middle School	
<b>Enrollment</b>	917 Students	
<b>Principal</b>	Jess Hutchinson	803-476-8300
<b>Superintendent</b>	Stephen W. Hefner, Ed. D.	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Good
2007	Good	Average

## 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

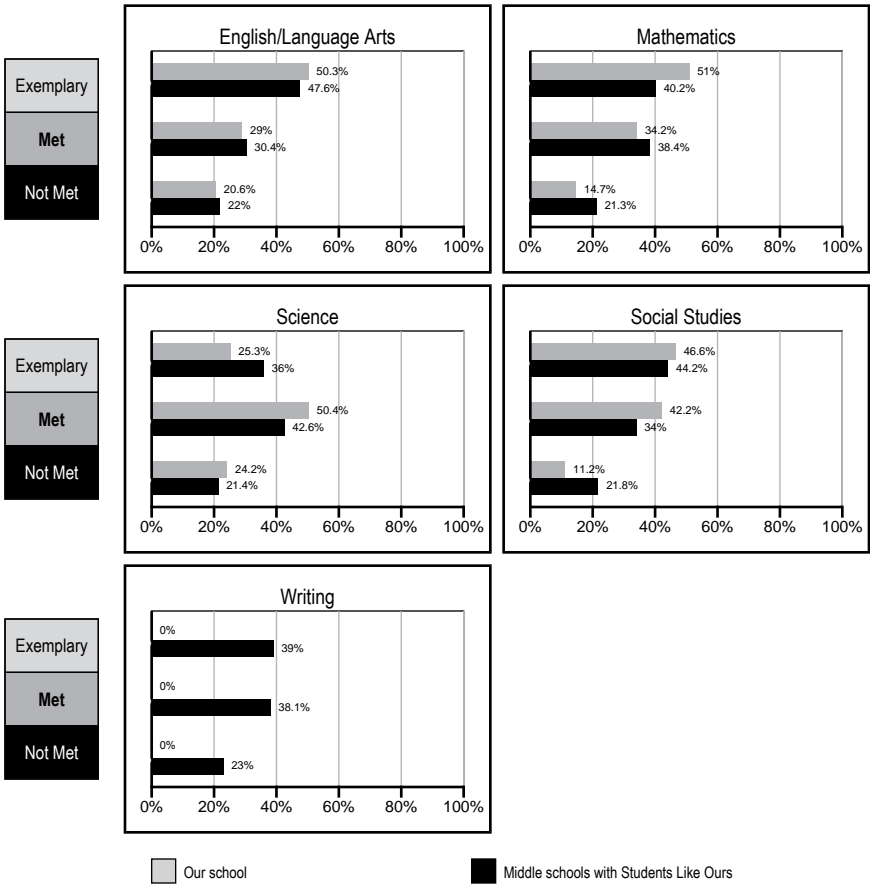
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
15	4	4	0	0

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

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle 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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	98.4%
English 1	N/A	98.3%
Biology 1/Applied Biology 2	N/A	92.7%
Physical Science	N/A	70.3%
US History and the Constitution	N/A	N/A
All Subjects	N/A	97.9%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=917)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	38.0%	24.5%
Retention rate	0.5%	Down from 0.8%	0.5%	0.7%
Attendance rate	97.0%	Up from 96.6%	96.5%	95.9%
Served by gifted and talented program	27.8%	Down from 28.1%	28.4%	17.8%
With disabilities other than speech	6.1%	Down from 9.0%	8.2%	9.2%
Older than usual for grade	0.0%	No Change	0.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.4%	0.4%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n=65)</b>				
Teachers with advanced degrees	72.3%	No Change	63.2%	60.0%
Continuing contract teachers	95.4%	Down from 98.5%	86.5%	82.6%
Teachers returning from previous year	88.5%	Up from 88.2%	88.5%	85.6%
Teacher attendance rate	94.0%	Down from 94.8%	94.5%	95.3%
Average teacher salary*	\$54,200	Down 0.9%	\$48,140	\$46,300
Professional development days/teacher	12.3 days	Down from 13.3 days	9.0 days	9.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 19.2 to 1	24.1 to 1	21.5 to 1
Prime instructional time	90.2%	Down from 90.7%	90.8%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	98.4%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$8,401	Down 8.8%	\$6,584	\$7,634
Percent of expenditures for instruction**	67.0%	Up from 62.4%	66.5%	64.0%
Percent of expenditures for teacher salaries**	65.9%	Up from 61.1%	64.9%	61.2%

\* 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

The mission statement for CrossRoads Middle School (CRMS) describes our school as a place where “children are cherished and challenged” at a true crossroads in their lives. We take our mission statement to heart in everything that we do. It guides all our decisions and we work to be faithful to it in all our actions. CrossRoads considers itself and the community it serves to be a closely-knit family, working together to provide the best educational possibilities for all students. We believe it is important to recognize our diverse population and we work to create a friendly and welcoming atmosphere for everyone.

We are indeed proud of our accomplished students and staff members. In 2010-11, almost 400 students were initiated into the National Junior Beta Club. School and team newsletters, e-mail, and a frequently updated website kept our parents informed and connected to our school. Parent Portal, a web-based program, allowed parents to view their child’s attendance, discipline records, and grades. One more teacher was designated National Board Certified Teachers, bringing the total number of teachers earning this certification to 25. CrossRoads was a recipient of the Palmetto Gold Award recognizing our students’ excellent performance on the 2010 spring administration of PASS. In addition, CRMS received the Palmetto Silver Closing the Achievement Gap Award. This award recognizes schools that make significant gains in performance levels of targeted student groups.

Last year, more than 800 students were involved in single gender classes for the four core content areas. This initiative has been very successful for our students. Teachers and parents report that students have been more focused, tried new challenges, and achieved better grades than in previous school years. Students report that they feel more confident in the core content classes. In a comparison of CrossRoads’ students to a national sample, MAP results indicate that students in single gender classes at CrossRoads for the 2010-11 school year performed extraordinarily well, exceeding the performance of their counterparts in primarily mixed gender classes.

Our exceptionally well-qualified and dedicated teachers worked to provide students with an academic toolbox to prepare them for the secondary experience. Teachers aligned instruction with state standards through curriculum mapping, planned lessons using the DesCartes Learning Continuum to address specific RIT band skills, and expanded its use of formative assessment to make informed instructional decisions. In support of our literacy initiatives, additional reading time was allotted through the All Cougars Reading program.

CrossRoads takes pride in its enthusiastic commitment to make sixth-grade unforgettable for all of our students. We encourage your participation in the activities of our school and appreciate your continued support as we work to provide the best in educational opportunities.

Kim Stutts, SIC Chairperson

Jess Hutchinson, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	847	324
Percent satisfied with learning environment	100.0%	80.5%	91.1%
Percent satisfied with social and physical environment	100.0%	83.5%	87.1%
Percent satisfied with school-home relations	98.6%	87.4%	82.2%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 21 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	5.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	97.0%	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 = 79.4% (Met or Exemplary)**

All Students	913	99.9	20.5	29.1	50.4	87.2	89.6	82.4	Yes	Yes
<b>Gender</b>										
Male	462	100	24.3	28.6	47.1	83.7	86.7	78.7	N/A	N/A
Female	451	99.8	16.6	29.6	53.8	90.8	92.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	495	99.8	11.1	22.5	66.4	93.4	93.8	88.9	Yes	Yes
African American	336	100	34.6	38.6	26.8	78.8	80.2	72.9	Yes	Yes
Asian/Pacific Islander	39	100	18.4	23.7	57.9	81.6	94	93	I/S	I/S
Hispanic	39	100	23.5	38.2	38.2	85.3	85.4	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	101	100	78.1	12.5	9.4	35.4	60.2	48.1	No	Yes
<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	28	100	34.5	27.6	37.9	69	86.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	360	100	33.9	38.1	28	78.5	79.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	913	99.9	14.6	34.3	51.1	90.4	90.6	81.9	Yes	Yes
<b>Gender</b>										
Male	462	100	18.8	30.6	50.7	87.1	88.7	79.9	N/A	N/A
Female	451	99.8	10.4	38.1	51.5	93.8	92.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	495	99.8	7.2	26.6	66.2	95.3	95	88.9	Yes	Yes
African American	336	100	26.5	46.7	26.8	82.9	80.8	71.4	Yes	Yes
Asian/Pacific Islander	39	100	10.5	23.7	65.8	92.1	96.6	94.6	I/S	I/S
Hispanic	39	100	11.8	41.2	47.1	91.2	85.8	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	101	100	61.5	31.3	7.3	49	63	47.3	No	Yes
<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	28	100	17.2	34.5	48.3	89.7	88.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	360	100	26.3	43.1	30.7	82.6	80.7	74.9	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	460	99.8	24	50.6	25.4	76	81.2	68.6
<b>Gender</b>								
Male	231	99.6	25.9	46	28.1	74.1	80.2	68.3
Female	229	100	22.2	55.2	22.6	77.8	82.2	68.9
<b>Racial/Ethnic Group</b>								
White	247	100	13.2	50.4	36.4	86.8	89.5	80.7
African American	174	99.4	42.5	47.3	10.2	57.5	62.7	51.4
Asian/Pacific Islander	20	100	5	60	35	95	89.7	85.3
Hispanic	17	100	14.3	78.6	7.1	85.7	76.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.2	70.8
<b>Disability Status</b>								
Disabled	49	100	76.1	15.2	8.7	23.9	49.9	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	12	100	15.4	69.2	15.4	84.6	73.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	184	100	37.7	53.1	9.1	62.3	65.8	57.3
<b>Social Studies</b>								
All Students	453	99.6	10.8	42.5	46.7	89.2	85.5	72.5
<b>Gender</b>								
Male	231	99.6	13.5	37.7	48.9	86.5	84.1	72
Female	222	99.6	8	47.6	44.3	92	86.8	73.1
<b>Racial/Ethnic Group</b>								
White	248	99.2	6.6	35.5	57.9	93.4	91.7	81
African American	162	100	18.2	52.6	29.2	81.8	71.3	60
Asian/Pacific Islander	19	100	11.1	38.9	50	88.9	91.3	89
Hispanic	22	100	5	55	40	95	81.3	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92.6	73.5
<b>Disability Status</b>								
Disabled	52	100	46	42	12	54	56.7	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	16	100	5.9	52.9	41.2	94.1	83.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	176	100	20	51.5	28.5	80	70.8	62.9

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	N/A	N/AV	N/A	N/A	N/A	N/A	83.4	73.2	97	96.8
<b>Gender</b>										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	67.2	96.9	96.8
Female	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	79.4	97.2	96.8
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	88.6	81.5	96.8	96.7
African American	N/A	N/AV	N/A	N/A	N/A	N/A	72.1	61.3	97.4	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	87	97.9	97.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	66.7	96.1	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	72.2	97	96.4
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	40.5	26	96.5	96.2
<b>Migrant Status</b>										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.8	65.7	97.9	97.3
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	71	63.2	96.3	96.1

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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	961	100	19.2	31.6	49.2	80.8
	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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	913	99.9	20.5	29.1	50.4	79.5
	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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	961	100	16.1	33.3	50.6	83.9
	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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	913	99.9	14.6	34.3	51.1	85.4
	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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	481	99.8	22.4	44.3	33.3	77.6
	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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	460	99.8	24	50.6	25.4	76
	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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	480	100	10.7	40	49.3	89.3
	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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	453	99.6	10.8	42.5	46.7	89.2
	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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	967	99.9	18.9	35.3	45.8	81.1
	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/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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