



Crosswell Drive Elementary

301 Crosswell Drive
Sumter, SC 29150

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 601 Students | |
| Principal | Michael Riggins | 803-775-0679 |
| Superintendent | Randolph D. Bynum, Sr. | 803-469-6900 |
| Board Chair | Larry D. Addison | 803-469-6900 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|----------------|
| 2012 | Below Average | Average |
| 2011 | Below Average | Below Average |
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | At-Risk | Below 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://www.eoc.sc.gov>

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

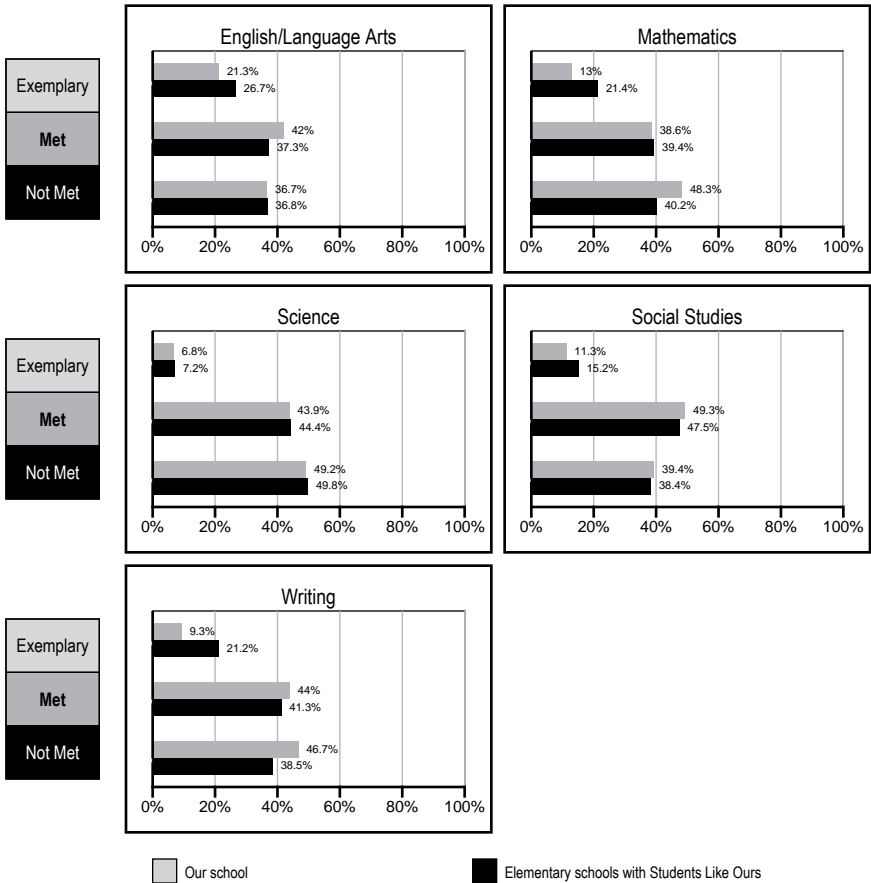
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2 | 8 | 77 | 47 | 19 |

* Ratings are calculated with data available by 11/07/2012.

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=601) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/R | 100.0% | 100.0% |
| Retention rate | 4.0% | N/A | 1.2% | 1.0% |
| Attendance rate | 95.8% | N/A | 96.3% | 96.6% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.2% | N/R | 0.0% | 0.0% |
| Teachers (n=44) | | | | |
| Teachers with advanced degrees | 54.5% | N/A | 62.5% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 88.4% | N/A | 85.3% | 88.7% |
| Teacher attendance rate | 95.1% | N/R | 95.5% | 95.1% |
| Average teacher salary* | \$42,784 | I/S | \$44,974 | \$47,210 |
| Professional development days/teacher | 6.5 days | N/R | 9.5 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | N/R | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.8 to 1 | N/R | 18.1 to 1 | 20.0 to 1 |
| Prime instructional time | 90.5% | N/R | 90.7% | 90.5% |
| Opportunities in the arts | Good | N/R | Good | Good |
| SACS accreditation | Yes | N/R | Yes | Yes |
| Parents attending conferences | 98.9% | N/R | 100.0% | 100.0% |
| Character development program | Good | N/R | Excellent | Excellent |
| Dollars spent per pupil** | N/A | N/A | \$8,388 | \$7,247 |
| Percent of expenditures for instruction** | N/A | N/A | 65.9% | 68.2% |
| Percent of expenditures for teacher salaries** | N/A | N/A | 62.8% | 65.7% |

* 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 that is committed to providing an excellent education for our students. We want our children to be successful in life and therefore work to develop the whole child by focusing on the academic, social, and artistic development of our children. In order to complete our mission, we continue to garner support from and build relationships between the school and community. As we worked to increase student achievement in all areas, we specifically focused on English language arts and mathematics. We completed several initiatives to reach our goals. Our faculty completed a book study to refine instructional techniques in mathematics and participated in professional development in writing. Additionally, we completed the first full year of implementing TAP, a teacher advancement system. In TAP, teachers participated in weekly professional development based on the school's instructional needs. Teachers also received formal observations and received feedback from the observer. Finally, teachers reflected on their teaching, identified a refinement area, and created an Individual Growth Plan to refine the identified area. This has been an effective way to identify instructional needs and improve them through in-house professional development.

We have also continued to support the artistic needs of our students with our Magnet Program for Technology and the Arts. Throughout the year, students participated in such programs as voice, dance, technology, step and cheer, and drama. They also had several opportunities to showcase their talents by performing in the community. Performances include the Sumter Christmas Parade, the Cultural Festival at USC Upstate, Stomp the Yard competition and a final performance at Patriot Hall to showcase the many talents that were developed throughout the year. Along with the artistic opportunities, students participated in activities to develop athletic and leadership skills. Our flag football team had a great season and was successful in winning the championship for the Sumter School District Elementary Flag Football League. In addition, our K-Kids program, sponsored by the Kiwanis, participated in a leadership camp during the summer and continued to develop those skills throughout the year.

Crosswell Drive has worked to build relationships within the community and with our parents. We were adopted by Crosswell Baptist Church and have benefited from their volunteering within the school and from donations of supplies. We have also worked with the Crosswell Community Improvement Committee to help improve the community and build relationships with the people of the Crosswell Community. We have an open door policy and welcome parents and community members. We are proud of our accomplishments and are excited about the future.

Michael Riggins, Principal
Lorri Delay, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--------------------------------------------------------|----------|-----------|----------|
| Number of surveys returned | 32 | 79 | 65 |
| Percent satisfied with learning environment | 84.4% | 87.0% | 82.5% |
| Percent satisfied with social and physical environment | 78.1% | 90.8% | 84.6% |
| Percent satisfied with school-home relations | 50.0% | 82.1% | 74.6% |

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 74.9 |
| Overall Grade Conversion | C |

| Index Score | Grade | Description |
|--------------|-------|-------------------------------------------------------------|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Crosswell Drive Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|-------------------------------------------------------------------------|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | 4.9% | 5.1% |

| | Our School | State Objective | Met State Objective |
|-------------------------------------------------|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.8% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 636.4 | 623.7 | 603.3 | 613.6 | 99.2 | 99.2 |
| Male | 634.7 | 626.0 | 604.0 | 618.5 | 98.3 | 98.3 |
| Female | 638.2 | 621.2 | 602.6 | 609.2 | 100.0 | 100.0 |
| White | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | 635.3 | 622.2 | 601.4 | 611.8 | 99.1 | 99.1 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 636.0 | 623.0 | 603.0 | 612.1 | 99.1 | 99.1 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0 | 95.0 |

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| | | | | |
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|--------------------|--------------------|-------------------|------------------|-------------------------|

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2011 | 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 |
| 2012 | 3 | 90 | 98.9 | 22.7 | 37.3 | 40 | 77.3 |
| | 4 | 79 | 100 | 40.3 | 40.3 | 19.4 | 59.7 |
| | 5 | 81 | 98.8 | 42.5 | 43.8 | 13.7 | 57.5 |
| | 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 |
| Mathematics | | | | | | | |
| 2011 | 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 |
| 2012 | 3 | 90 | 98.9 | 45.3 | 32 | 22.7 | 54.7 |
| | 4 | 79 | 100 | 47.8 | 38.8 | 13.4 | 52.2 |
| | 5 | 81 | 98.8 | 45.2 | 43.8 | 11 | 54.8 |
| | 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 |
| Science | | | | | | | |
| 2011 | 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 |
| 2012 | 3 | 47 | 100 | 40.5 | 37.8 | 21.6 | 59.5 |
| | 4 | 79 | 100 | 56.7 | 40.3 | 3 | 43.3 |
| | 5 | 39 | 100 | 34.3 | 48.6 | 17.1 | 65.7 |
| | 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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PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2011 | 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 |
| 2012 | 3 | 47 | 100 | 32.6 | 37.2 | 30.2 | 67.4 |
| | 4 | 79 | 100 | 32.8 | 53.7 | 13.4 | 67.2 |
| | 5 | 42 | 97.6 | N/AV | N/AV | N/AV | 50 |
| | 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 |
| Writing | | | | | | | |
| 2011 | 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 |
| 2012 | 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 | 81 | 100 | 46.7 | 44 | 9.3 | 53.3 |
| | 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 |

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