



CrossRoads Middle

6949 St. Andrews Road
Columbia, SC 29212

Grades	6 Middle School	
Enrollment	948 Students	
Principal	Jess Hutchinson	803-476-8300
Superintendent	Stephen W. Hefner, Ed.D.	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent

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

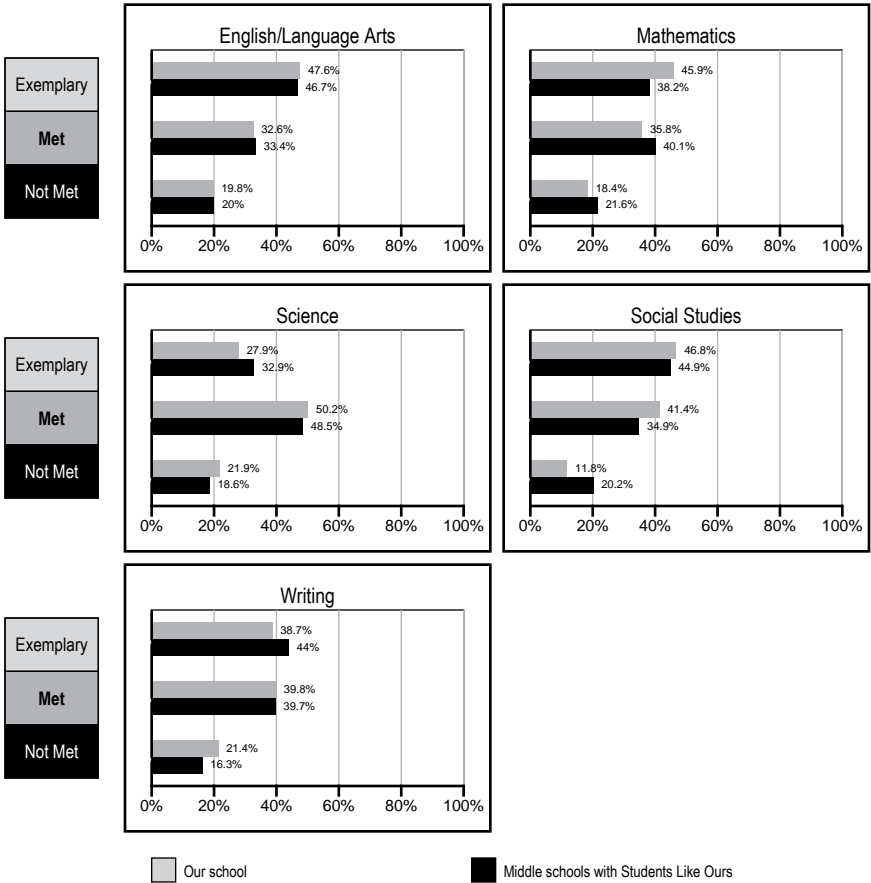
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	7	5	0	0

* Ratings are calculated with data available by 03/14/2014.

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	95.5%
English 1	N/A	96.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	96.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=948)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	39.8%	24.6%
Retention rate	0.2%	Down from 0.3%	0.3%	0.6%
Attendance rate	96.9%	Down from 97.2%	96.6%	95.9%
Served by gifted and talented program	31.0%	N/A	28.0%	18.5%
With disabilities	12.1%	N/A	11.2%	13.0%
Older than usual for grade	1.5%	N/A	2.7%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.6%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	67.6%	Down from 71.4%	66.2%	61.5%
Continuing contract teachers	88.2%	Down from 93.7%	80.0%	77.2%
Teachers returning from previous year	93.4%	Up from 92.2%	89.6%	85.9%
Teacher attendance rate	94.5%	Down from 95.2%	94.5%	94.9%
Average teacher salary*	\$53,774	Down 1.1%	\$49,966	\$47,313
Professional development days/teacher	13.9 days	Up from 13.5 days	9.7 days	10.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.1 to 1	24.2 to 1	22.1 to 1
Prime instructional time	90.7%	Down from 91.7%	90.4%	89.6%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 99.5%	98.3%	99.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,319	Down 7.1%	\$6,962	\$7,239
Percent of expenditures for instruction**	62.0%	Down from 63.7%	65.0%	63.0%
Percent of expenditures for teacher salaries**	61.0%	Down from 63.0%	62.0%	61.0%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission statement of CrossRoads Middle School (CRMS) describes our school as a place where “children are cherished and challenged” during a true crossroads in their lives. We take our mission statement to heart in everything that we do. It guides 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 close-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, welcoming atmosphere for everyone.

We are indeed proud of our accomplished students and staff members. In 2012-13, almost 400 students were initiated into the National Junior Beta Club. Our students' excellent performance on the 2012 spring administration of PASS earned CRMS the Palmetto Gold Award. CRMS also received a grade of 'A' on the Federal ESEA Waiver Rating system.

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 CRMS' students to a national sample, MAP results indicate that students in single-gender classes at CrossRoads for the 2012-13 school year exceeded the performance of their counterparts in primarily mixed-gender classes.

One more teacher was designated as National Board Certified, bringing the total number of teachers at CRMS meeting this certification to 26. 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 addition, teachers are shifting our instructional focus to align with Common Core State Standards.

School and team newsletters, e-mail, Twitter, and a frequently updated website connected our school and kept our parents informed. Parent Portal, a web-based program, allowed parents to view their child's attendance, discipline records, and grades.

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.

Michael Cates, SIC Chairperson

Jess Hutchinson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	855	263
Percent satisfied with learning environment	98.6%	80.1%	86.3%
Percent satisfied with social and physical environment	100%	80.4%	81.7%
Percent satisfied with school-home relations	98.6%	85%	87.6%

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

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ESEA/Federal Accountability Rating System

In July 2013, 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	91.7
Overall Grade Conversion	A

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

CrossRoads Middle 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	5.9%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.1%	0.0%	No
Student attendance rate	96.9%	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 6-8						
All Students	665.0	668.9	639.0	669.0	99.8	99.8
Male	658.0	663.7	638.9	667.8	99.6	99.6
Female	672.3	674.3	639.0	670.3	100.0	100.0
White	682.4	686.6	656.0	685.2	99.8	99.8
African American	640.4	641.5	613.8	642.6	99.7	99.7
Asian/Pacific Islander	688.6	713.9	669.8	709.3	100.0	100.0
Hispanic	658.2	663.4	637.9	678.9	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	598.4	602.6	579.1	627.0	100.0	100.0
Limited English Proficient	675.2	689.8	658.4	674.5	N/A	N/A
Subsidized meals	640.9	641.3	613.2	646.6	99.7	99.7
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	982	100	18.5	24.4	57.1	81.5
	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
2013	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	949	99.8	19.8	32.6	47.6	80.2
	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
Mathematics							
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	982	100	13.9	27.2	58.8	86.1
	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
2013	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	949	99.8	18.4	35.8	45.9	81.6
	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							
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	490	99.8	25.6	49.4	25	74.4
	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
2013	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	472	100	22.1	50.1	27.8	77.9
	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							
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	492	99.8	9.8	34.9	55.3	90.2
	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
2013	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	475	100	11.8	41.4	46.8	88.2
	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
Writing							
2012	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
2013	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	942	100	21.4	39.8	38.7	78.6
	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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