



CrossRoads Middle

6949 St. Andrews Road
Columbia, SC 29212-1100

Grades	6 Middle School	
Enrollment	956 Students	
Principal	Jess Hutchinson	803-732-8300
Superintendent	Dr. Herbert M. Berg	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Good	Good
2007	Good	Average
2006	Excellent	Excellent
2005	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 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 2008-09 whose 2007-08 test scores were located

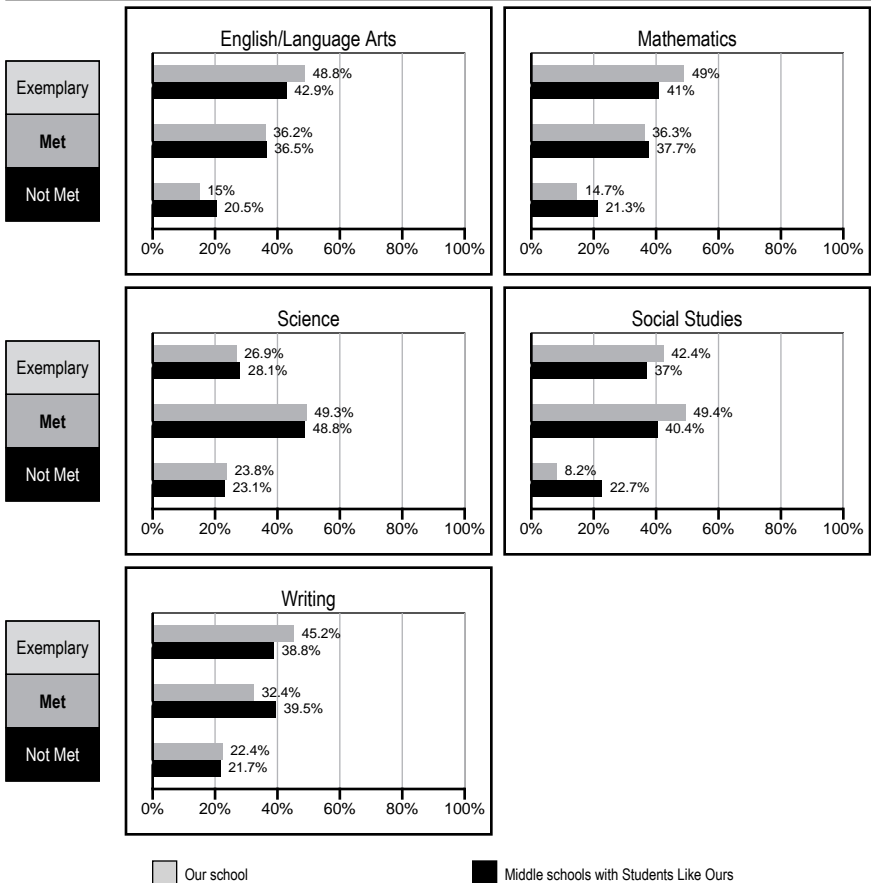
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	16	7	0	0

* Ratings are calculated with data available by 06/01/2010.

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	99.3%
English 1	N/A	97.2%
Physical Science	N/A	87.3%
US History and the Constitution	N/A	100.0%
All Subjects	N/A	98.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=956)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	33.0%	21.6%
Retention rate	1.5%	Down from 2.5%	1.1%	1.2%
Attendance rate	96.7%	Up from 96.3%	96.3%	95.9%
Eligible for gifted and talented	32.4%	Down from 33.7%	24.6%	14.8%
With disabilities other than speech	7.9%	Up from 7.2%	9.8%	12.6%
Older than usual for grade	0.5%	Down from 0.8%	1.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.8%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=71)				
Teachers with advanced degrees	70.4%	Up from 59.7%	57.8%	56.9%
Continuing contract teachers	94.4%	Up from 85.7%	78.2%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 1.4%	4.1%	5.3%
Teachers returning from previous year	89.6%	Down from 91.7%	84.5%	82.9%
Teacher attendance rate	91.1%	Down from 94.4%	95.1%	95.2%
Average teacher salary*	\$54,930	Up 4.1%	\$48,657	\$46,599
Professional development days/teacher	13.6 days	Up from 13.2 days	10.9 days	10.8 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	3.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 19.1 to 1	21.5 to 1	20.1 to 1
Prime instructional time	86.6%	Down from 90.0%	90.5%	89.9%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	96.0%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,504	Up 8.6%	\$7,179	\$7,645
Percent of expenditures for instruction**	63.2%	Up from 62.6%	66.3%	63.4%
Percent of expenditures for teacher salaries**	61.7%	Up from 60.9%	61.2%	57.0%

* 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

The mission statement for CrossRoads Middle School 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 2008-09, almost 400 students were initiated into the National Junior Beta Club. Weekly school and team newsletters, e-mail, and a frequently updated website kept our parents informed and connected to our school. InTouch, a web-based program, allowed parents to view their child’s attendance, discipline records, and grades. Two more teachers were designated National Board Certified Teachers, bringing the total number of teachers earning this certification to 23. CrossRoads was a recipient of the Palmetto Silver Award recognizing our students’ excellent performance on the 2008 spring administration of PACT.

Last year, over 850 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 2008-09 school year performed extraordinarily well, exceeding the performance of their counterparts in 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. To address academic weaknesses, students participated in academic assistance twice weekly during the school day.

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.

Gail Jabber, SIC Chairperson

Barbara L. Turner, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	73	883	346
Percent satisfied with learning environment	100.0%	80.3%	89.6%
Percent satisfied with social and physical environment	100.0%	81.8%	85.3%
Percent satisfied with school-home relations	97.3%	84.1%	79.6%

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

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School Adequate Yearly Progress

YES

This school met 21 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

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	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.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	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."
HOLD	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	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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	955	100	14.9	36.2	48.9	91.2	90.7	82.8	Yes	Yes
Gender										
Male	475	100	18.5	39.6	42	87.9	87.9	79.3	N/A	N/A
Female	480	100	11.4	33	55.6	94.4	93.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	523	100	7.1	31.5	61.4	95.8	94.6	89.5	Yes	Yes
African American	380	100	25.1	43.7	31.1	85.5	81.9	73.7	Yes	Yes
Asian/Pacific Islander	22	100	20	15	65	80	90.6	92.3	I/S	I/S
Hispanic	15	100	14.3	57.1	28.6	100	87	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	82.5	I/S	I/S
Disability Status										
Disabled	86	100	60.8	24.1	15.2	59.5	64.3	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	18.2	50	31.8	90.9	85.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	332	100	28.6	41.6	29.8	82.5	80.4	75.5	Yes	Yes

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

All Students	955	100	14.6	36.3	49.1	90	89.7	78.9	Yes	Yes
Gender										
Male	475	100	19.6	32.1	48.4	86.8	88.6	77	N/A	N/A
Female	480	100	9.7	40.5	49.8	93.1	90.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	523	100	6.9	29.1	64	95.8	94.5	87.2	Yes	Yes
African American	380	100	24.3	47.8	27.9	82.2	78.3	66.7	Yes	Yes
Asian/Pacific Islander	22	100	15	15	70	90	93.9	93	I/S	I/S
Hispanic	15	100	28.6	42.9	28.6	85.7	85.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	79.5	I/S	I/S
Disability Status										
Disabled	86	100	55.7	36.7	7.6	54.4	64.7	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	22.7	22.7	54.5	95.5	88.5	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	332	100	30.8	41.3	27.9	77.1	78	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	477	99.4	23.6	49.5	26.9	76.4	81.3	67.5
Gender								
Male	243	98.8	28.7	44.8	26.5	71.3	80.5	67
Female	234	100	18.5	54.2	27.3	81.5	82	68
Racial/Ethnic Group								
White	268	99.3	11.3	49.4	39.3	88.7	89.2	79.5
African American	186	99.5	39.9	50.6	9.6	60.1	61.9	50.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.2	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	74.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	43	97.7	N/AV	N/AV	N/AV	28.2	54	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	72.1	59.6
Socio-Economic Status								
Subsized meals	169	99.4	39	45.3	15.7	61	64	55.1
Social Studies								
All Students	478	99.6	8.2	49.5	42.3	91.8	86	72.3
Gender								
Male	232	100	9.3	44.7	46	90.7	84.9	71.5
Female	246	99.2	7.2	54	38.8	92.8	87.2	73.2
Racial/Ethnic Group								
White	255	100	2.8	40.3	56.9	97.2	90.6	80.7
African American	194	99	15.4	63.3	21.3	84.6	75.4	60
Asian/Pacific Islander	12	100	9.1	27.3	63.6	90.9	90.6	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	43	100	37.5	50	12.5	62.5	62.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	12	100	6.7	60	33.3	93.3	79.6	67.9
Socio-Economic Status								
Subsized meals	163	99.4	19.9	62.2	17.9	80.1	72.2	62.1

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
Writing										
All Students	953	99.5	22	32.5	45.4	78	80.4	70.2	96.7	96.7
Gender										
Male	475	99.2	29.4	35.7	34.9	70.6	74.8	63.2	96.6	96.6
Female	478	99.8	14.8	29.4	55.8	85.2	86	77.5	96.7	96.7
Racial/Ethnic Group										
White	521	99.6	14.6	29.5	55.9	85.4	87	79.1	96.6	96.6
African American	380	99.2	32.2	37.4	30.3	67.8	64.9	57.6	96.8	96.8
Asian/Pacific Islander	22	100	20	10	70	80	86.7	86.2	97.4	97.2
Hispanic	15	100	28.6	64.3	7.1	71.4	69.4	62.6	95.1	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	68.7	91.7	94
Disability Status										
Disabled	86	100	72.5	18.8	8.8	27.5	39.2	26.1	96.3	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	31.8	40.9	27.3	68.2	63.7	61.2	96.4	96.6
Socio-Economic Status										
Subsidized meals	334	99.1	38.9	33.2	27.9	61.1	61.1	58.9	95.9	95.9

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
English/Language Arts							
2009	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	955	100	14.9	36.2	48.9	85.1
	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
Mathematics							
2009	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	955	100	14.6	36.3	49.1	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
Science							
2009	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	477	99.4	23.6	49.5	26.9	76.4
	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
Social Studies							
2009	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	478	99.6	8.2	49.5	42.3	91.8
	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							
2009	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	953	99.5	22	32.5	45.4	78
	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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