



Cross Elementary

1325 Ranger Dr.
Cross, SC 29436

Grades	PK-6 Elementary School	
Enrollment	408 Students	
Principal	Carolyn Myers-Gillens	843-899-8916
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Good
2007	Below Average	Below Average
2006	Average	Below Average
2005	Average	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 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

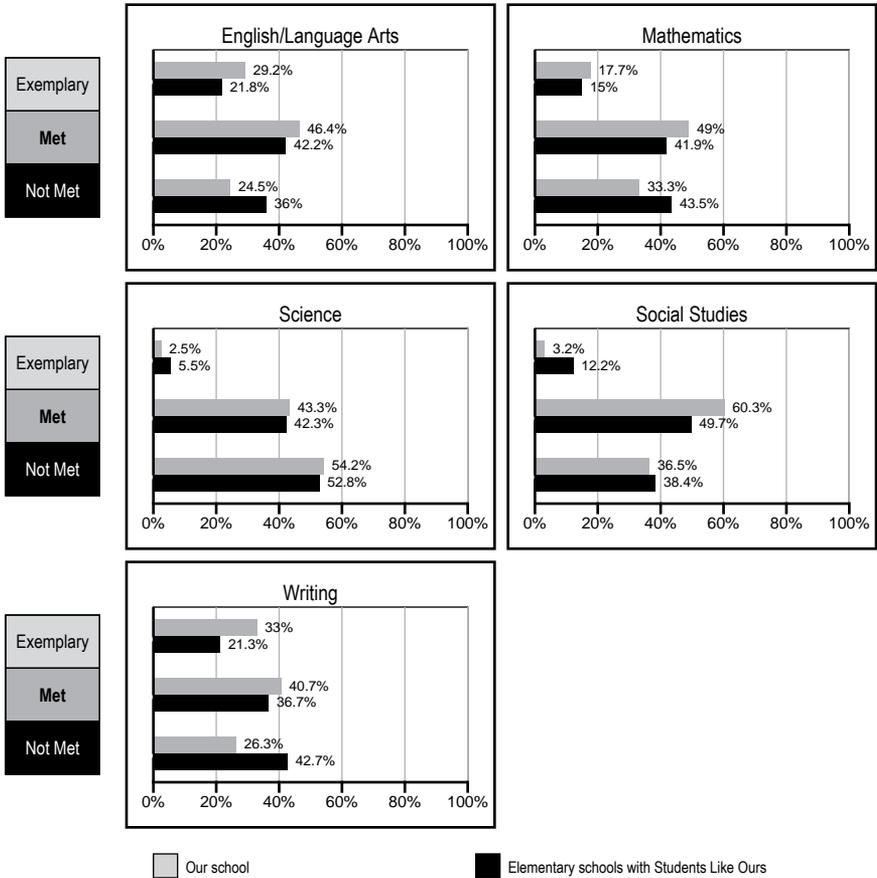
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	59	57	32

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

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=408)				
First graders who attended full-day kindergarten	100.0%	Up from 98.5%	100.0%	100.0%
Retention rate	6.4%	Down from 6.9%	2.5%	1.9%
Attendance rate	95.9%	Down from 96.7%	96.0%	96.3%
Eligible for gifted and talented	2.3%	Down from 3.3%	2.9%	10.0%
With disabilities other than speech	15.5%	Up from 11.4%	7.5%	7.7%
Older than usual for grade	3.8%	Up from 2.4%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	59.4%	Down from 64.5%	57.1%	59.4%
Continuing contract teachers	68.8%	Down from 80.6%	71.8%	80.0%
Teachers with emergency or provisional certificates	7.7%	No Change	0.0%	0.0%
Teachers returning from previous year	88.4%	Down from 89.5%	81.7%	85.9%
Teacher attendance rate	94.1%	Down from 96.0%	95.2%	95.1%
Average teacher salary*	\$49,307	Up 0.4%	\$45,923	\$47,149
Professional development days/teacher	17.6 days	Down from 18.0 days	10.7 days	11.1 days
School				
Principal's years at school	23.0	Up from 22.0	3.0	4.0
Student-teacher ratio in core subjects	12.8 to 1	Down from 15.4 to 1	16.5 to 1	18.8 to 1
Prime instructional time	89.0%	Down from 91.8%	90.1%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,049	Up 13.1%	\$8,670	\$7,458
Percent of expenditures for instruction**	60.9%	Up from 58.5%	68.5%	68.8%
Percent of expenditures for teacher salaries**	54.1%	Up from 53.4%	62.0%	63.2%

* 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

Cross Elementary School has created a positive climate for learning centered on its school motto-"I Believe in myself, I CAN!" Our vision is to establish a learning community that maximizes students' learning potential while empowering them to become successful, productive citizens and lifelong learners. Cross Elementary's mission is to provide all students with opportunities to reach their fullest potential, supported by a committed school and community.

The school population is unique and ranges from four-year-old child development through sixth grade. The school is fully accredited by the Southern Association of Colleges and Schools and qualifies for title 1 federal funds based on a free and reduced lunch rate exceeding 90%. The school offers a wide variety of educational programs to benefit all levels and styles of learners. A fine arts program provides students with opportunities in art, music, library, physical education and band. Students receive computer-assisted instruction with additional opportunities to complete reports, and enhance their technology skills. Students needing additional instruction in math and reading are identified and provided assistance individually.

Cross Elementary was awarded the Palmetto Silver Award for the 2008-2009 school year. The school, in collaboration with the School-wide Planning Team and the School Improvement Council, was successful in implementing and achieving programs and goals through service learning projects, school volunteers, business and community partnerships, family literacy workshops, parenting programs, Annual Career Day, Adult Education initiatives, and the school-wide Accelerated Reading incentives program. Emphasis continues to be placed on professional growth and development for the Cross Elementary staff. Staff members are trained in Comprehensive Literacy, grade-level appropriate Science kits, Differentiated instruction, Curriculum Mapping, and Data Analysis. Teachers, administrators, and classified staff are given opportunities to enhance their skills by participating in local workshops and state conferences. Student achievement in grades one through six continues to show improvement in English/language arts and mathematics. The adoption of a new comprehensive literacy approach, Early Childhood Education Polit Program (CDEPP), and the use of best practices in mathematics for grades CD through six will assist with efforts for continued academic performances and student success.

Carolyn M. Gillens, Ed.D., Principal
Sandra Thompson, School Improvement

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	55	33
Percent satisfied with learning environment	96.8%	85.2%	86.7%
Percent satisfied with social and physical environment	100.0%	88.9%	78.1%
Percent satisfied with school-home relations	87.1%	90.7%	84.4%

* 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 18 out of 19 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

NI

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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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 = 58.8% (Met or Exemplary)

All Students	208	99	24.5	46.4	29.2	87.5	84.7	82.8	Yes	Yes
Gender										
Male	113	99.1	28.4	45.1	26.5	86.3	80.7	79.3	N/A	N/A
Female	95	99	20	47.8	32.2	88.9	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	47	97.9	28.9	39.5	31.6	81.6	88.5	89.5	I/S	Yes
African American	160	99.4	23.5	47.7	28.8	88.9	78.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	82.5	I/S	I/S
Disability Status										
Disabled	46	97.8	76.7	16.3	7	60.5	49.6	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	N/A	N/AV	N/A	N/A	N/A	N/A	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	98.9	26	46.3	27.7	87	79.8	75.5	Yes	Yes

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

All Students	208	99	33.3	49	17.7	79.7	80.2	78.9	Yes	Yes
Gender										
Male	113	99.1	35.3	51	13.7	78.4	77.9	77	N/A	N/A
Female	95	99	31.1	46.7	22.2	81.1	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	47	97.9	28.9	47.4	23.7	81.6	85.4	87.2	I/S	Yes
African American	160	99.4	34	49.7	16.3	79.7	70.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.2	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	79.5	I/S	I/S
Disability Status										
Disabled	46	97.8	69.8	27.9	2.3	44.2	45.2	45.5	No	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	N/A	N/AV	N/A	N/A	N/A	N/A	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	98.9	35	48	16.9	78.5	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	132	100	54.2	43.3	2.5	45.8	69.2	67.5
Gender								
Male	76	100	60.3	36.8	2.9	39.7	68.4	67
Female	56	100	46.2	51.9	1.9	53.8	70.1	68
Racial/Ethnic Group								
White	27	100	47.6	47.6	4.8	52.4	78.2	79.5
African American	104	100	56.1	41.8	2	43.9	53.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	71.2
Disability Status								
Disabled	28	100	N/AV	N/AV	N/AV	18.5	34	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	N/A	N/AV	N/A	N/A	N/A	N/A	64.6	59.6
Socio-Economic Status								
Subsized meals	119	100	54.9	44.2	0.9	45.1	59.5	55.1
Social Studies								
All Students	132	100	36.5	60.3	3.2	63.5	74.2	72.3
Gender								
Male	75	100	36.2	58	5.8	63.8	73.3	71.5
Female	57	100	N/AV	N/AV	N/AV	63.2	75.1	73.2
Racial/Ethnic Group								
White	32	100	25.9	63	11.1	74.1	80.5	80.7
African American	100	100	39.4	59.6	1	60.6	62.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	72.2
Disability Status								
Disabled	28	100	63	33.3	3.7	37	42.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	70.7	67.9
Socio-Economic Status								
Subsized meals	116	100	38.3	59.1	2.6	61.7	66	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	208	99.5	26.3	40.7	33	73.7	69.4	70.2	95.9	96.3
Gender										
Male	111	100	26.2	52.4	21.4	73.8	61.4	63.2	95.3	96.3
Female	97	99	26.4	27.5	46.2	73.6	77.9	77.5	96.5	96.4
Racial/Ethnic Group										
White	47	97.9	35.9	38.5	25.6	64.1	74.6	79.1	93.6	95.9
African American	160	100	24	40.9	35.1	76	60.1	57.6	96.6	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	86.2	N/A	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.2	62.6	95.9	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	68.7	N/A	95.8
Disability Status										
Disabled	46	97.8	67.4	25.6	7	32.6	26	26.1	95.3	95.5
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	N/A	N/AV	N/A	N/A	N/A	N/A	62.4	61.2	96.1	96.9
Socio-Economic Status										
Subsided meals	183	99.5	27.4	40.2	32.4	72.6	61	58.9	95.9	96

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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	48	100	29.8	23.4	46.8	70.2
	4	58	100	25.9	51.9	22.2	74.1
	5	42	95.2	16.7	69.4	13.9	83.3
	6	60	100	23.6	45.5	30.9	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
Mathematics							
2009	3	48	100	53.2	34	12.8	46.8
	4	58	100	27.8	51.9	20.4	72.2
	5	42	95.2	38.9	55.6	5.6	61.1
	6	60	100	18.2	54.5	27.3	81.8
	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
Science							
2009	3	23	100	N/AV	N/AV	N/AV	31.8
	4	58	100	51.9	46.3	1.9	48.1
	5	21	100	N/AV	N/AV	N/AV	29.4
	6	30	100	37	55.6	7.4	63
	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	25	100	24	68	8	76
	4	58	100	37	61.1	1.9	63
	5	19	100	N/AV	N/AV	N/AV	42.1
	6	30	100	32.1	64.3	3.6	67.9
	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
Writing							
2009	3	49	100	25	31.3	43.8	75
	4	57	100	27.8	42.6	29.6	72.2
	5	40	97.5	19.4	52.8	27.8	80.6
	6	62	100	30.4	39.3	30.4	69.6
	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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