

CROSS HIGH

1293 Old Hwy 6
Cross, SC 29436

Grades	7-12 High School	
Enrollment	287 Students	
Principal	Sterling Harris	843-899-8900
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	At-Risk
2010	Average	Average
2009	Below Average	Below Average
2008	Average	Excellent
2007	Below Average	At-Risk

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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
4	2	12	9	12

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

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	67.9%	60.7%	70.3%	58.2%	61.0%	61.2%
Passed 1 subtest (%)	11.3%	8.9%	13.5%	20.4%	19.1%	20.2%
Passed no subtests (%)	20.8%	30.4%	16.2%	23.7%	22.2%	18.6%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	79.5%	80.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	64	56	139	135
Number of Graduates in Cohort	55	38	89	90
Rate	85.9%	67.9%	63.3%	64.4%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	64	N/A	141
Number of Graduates in Cohort	N/A	55	N/A	95
Rate	N/A	85.9%	N/A	63.7%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	56.0%	61.3%
English 1	40.6%	48.5%
Biology 1/Applied Biology 2	45.1%	44.6%
Physical Science	50.0%	39.3%
US History and the Constitution	22.8%	26.7%
All Tests	40.2%	42.8%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=287)				
Retention rate	1.0%	Up from 0.7%	4.4%	3.4%
Attendance rate	97.2%	Up from 96.0%	94.5%	95.0%
Served by gifted and talented program	2.2%	Up from 2.1%	4.9%	12.4%
With disabilities other than speech	16.6%	Down from 21.8%	12.5%	9.9%
Older than usual for grade	5.2%	Down from 6.2%	10.1%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Up from 0.0%	1.5%	0.9%
Enrolled in AP/IB programs	16.7%	Up from 11.2%	4.9%	13.0%
Successful on AP/IB exams	N/A	N/A	13.9%	51.7%
Eligible for LIFE Scholarship	32.6%	Up from 27.9%	25.7%	30.1%
Annual dropout rate	0.0%	Down from 1.9%	2.3%	2.5%
Career/technology students in co-curricular organizations	16.6%	Up from 15.5%	3.2%	2.9%
Enrollment in career/technology courses	150	Down from 156	233	419
Students participating in work-based experiences	0.0%	Down from 0.7%	0.0%	7.2%
Career/technology students attaining technical skills	92.7%	Down from 96.9%	79.7%	83.0%
Career/technology completers placed	88.3%	Down from 91.2%	96.2%	98.4%
Teachers (n=30)				
Teachers with advanced degrees	70.0%	Up from 64.5%	59.8%	61.1%
Continuing contract teachers	63.3%	Up from 58.1%	69.1%	80.6%
Teachers returning from previous year	83.0%	Down from 86.0%	78.5%	86.5%
Teacher attendance rate	94.4%	Up from 93.6%	95.4%	95.5%
Average teacher salary*	\$47,827	Up 0.1%	\$44,047	\$46,884
Professional development days/teacher	19.6 days	Up from 18.1 days	9.9 days	10.0 days
School				
Principal's years at school	1.0	Down from 6.0	2.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Up from 14.3 to 1	21.3 to 1	26.5 to 1
Prime instructional time	90.5%	Up from 88.1%	89.0%	89.3%
Dollars spent per pupil**	\$15,458	Up 19.9%	\$9,936	\$7,804
Percent of expenditures for teacher salaries**	58.5%	Up from 50.4%	57.1%	58.0%
Percent of expenditures for instruction**	62.7%	Up from 55.0%	60.3%	60.6%
Opportunities in the arts	Poor	Down from Fair	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 100.0%	97.1%	97.3%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Good

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	39	79.5%	199	40.2%	64	85.9%	Yes
Gender							
Male	25	76.0%	123	39.8%	32	84.4%	N/A
Female	14	85.7%	76	40.8%	32	87.5%	N/A
Racial/Ethnic Group							
White	N/A	N/A	35	62.9%	N/A	N/A	N/A
African American	34	79.4%	164	35.4%	56	85.7%	N/A
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	10	30.0%	31	19.4%	10	50.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	37	78.4%	151	35.8%	52	82.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

We believe one of the major reasons for our success this year is that we provide individualized intervention for students who are at-risk. We continue to utilize technology to supplement instructional services. Our math and English teachers are able to plan lessons and coordinate them with the laboratory assistants. These strategies have resulted in steady increases in student achievement as measured by both the EOC examinations and the Exit Exam. We have instituted a focus on benchmarking standards so that our students are adequately prepared for standardized assessments.

Our students continue to excel in both reading and writing. We believe that the collaboration and scaffolding that takes place among the reading and English teachers' play a major role in our students' success. Because we are a 7-12 school, our high school teachers are able to plan and coordinate with our middle school teachers. We have focused on staff development regarding data driven decision making for our staff. These measures have allowed us to improve student achievement through a focused curriculum.

This year Cross High School received several awards and recognitions. We were again named a Palmetto Gold/Silver School. We received a Magna Cum Laude award for our students' outstanding progress on SAT assessments. We also helped our district to receive district level SACS accreditation. Our athletic teams were awarded four region championships this year, and we had many region players of the years in these various sports. We maintained our position as a finalist for College Summit School of the year, peer leader of the year, and College Summit teacher of the year competitions.

The nurturing and caring environment that our teachers foster for our students plays a large role in our success. Teachers know each student on a personal level and have a profound understanding of the individual needs of the students. We implemented 100% participation in school clubs, and a school-wide advisor/advisee initiative aimed at character development. We also implemented a school-wide reading initiative designed to improve literacy campus-wide. All of these strategies help Cross High to provide for the overall development of our students for future success.

Sterling Harris, Principal
Carl Heyward, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	56	55
Percent satisfied with learning environment	80.0%	56.4%	74.5%
Percent satisfied with social and physical environment	80.6%	62.5%	74.5%
Percent satisfied with school-home relations	55.6%	71.4%	71.2%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress YES

This school met 13 out of 13 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 N/A

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	37	100.0	21.2	36.4	15.2	27.3	45.5	71.3	68.0	Yes	Yes
Male	19	100.0	12.5	56.3	12.5	18.8	37.5	65.2	63.1	N/A	N/A
Female	18	100.0	29.4	17.6	17.6	35.3	52.9	77.3	73.1	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	77.9	79.4	I/S	I/S
African American	32	100.0	24.1	34.5	13.8	27.6	44.8	60.5	51.7	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.0	83.2	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	73.8	66.4	I/S	I/S
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	34.5	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	46.1	45.1	I/S	I/S
Subsidized meals	29	100.0	18.5	37.0	14.8	29.6	48.1	62.9	54.7	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	37	97.3	24.2	39.4	21.2	15.2	39.4	62.5	62.3	Yes	Yes
Male	19	94.7	25.0	37.5	31.3	6.3	43.8	60.7	61.4	N/A	N/A
Female	18	100.0	23.5	41.2	11.8	23.5	35.3	64.4	63.2	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	71.4	75.3	I/S	I/S
African American	32	96.9	24.1	37.9	20.7	17.2	41.4	47.3	42.9	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.0	84.3	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	60.9	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	68.9	64.1	I/S	I/S
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	27.8	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	47.4	47.1	I/S	I/S
Subsidized meals	29	96.6	22.2	44.4	18.5	14.8	37.0	54.0	48.5	Yes	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	37	91.9	67.6	20.6	11.8	N/A	N/A	N/A	N/A	N/A	N/A
Male	19	89.5	64.7	23.5	11.8	N/A	N/A	N/A	N/A	N/A	N/A
Female	18	94.4	70.6	17.6	11.8	N/A	N/A	N/A	N/A	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	32	90.6	65.5	24.1	10.3	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	29	93.1	66.7	18.5	14.8	N/A	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	55	98.2	32.7	32.7	23.1	11.5	50.0	66.2	65.9
	2011	37	100.0	21.2	36.4	15.2	27.3	45.5	71.3	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	55	98.2	34.6	36.5	19.2	9.6	40.4	60.6	62.3
	2011	37	97.3	24.2	39.4	21.2	15.2	39.4	62.5	62.3

* Adjusted to account for natural variation in performance.

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