

Cross Elementary

1325 Ranger Dr.
Cross, SC 29436

Grades	PK-6 Elementary School	
Enrollment	428 Students	
Principal	Carolyn Myers-Gillens	843-899-8916
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	Below Average	Below Average
2006	Average	Below Average
2005	Average	Below Average
2004	Average	Good

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

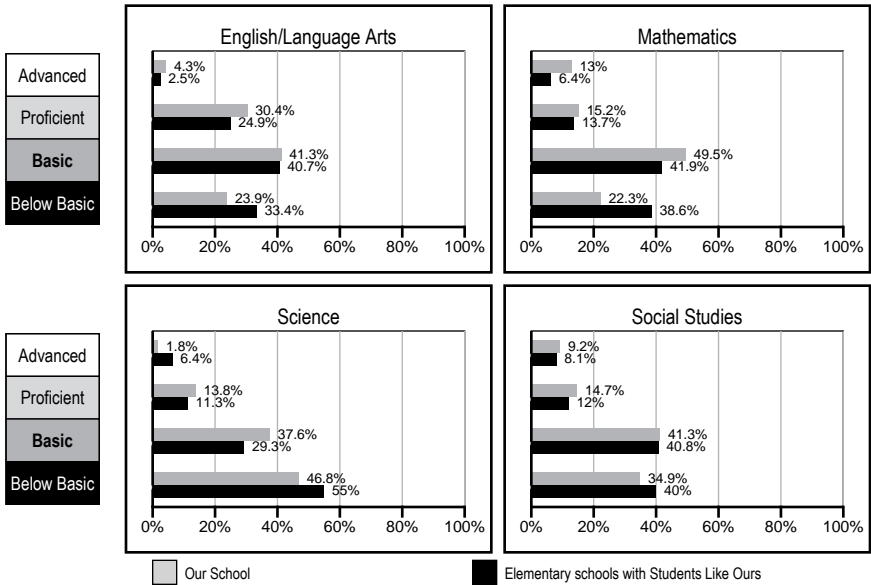
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	6	49	61

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=428)				
First graders who attended full-day kindergarten	98.5%	Up from 95.9%	100.0%	100.0%
Retention rate	6.9%	No Change	3.1%	2.3%
Attendance rate	96.7%	Up from 95.6%	96.0%	96.3%
Eligible for gifted and talented	3.3%	Down from 5.3%	3.1%	10.4%
With disabilities other than speech	11.4%	Up from 10.7%	7.8%	7.5%
Older than usual for grade	2.4%	Up from 1.7%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	64.5%	Down from 71.0%	53.9%	56.7%
Continuing contract teachers	80.6%	Down from 87.1%	69.1%	77.3%
Teachers with emergency or provisional certificates	7.7%	Up from 3.6%	0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 88.2%	82.9%	86.4%
Teacher attendance rate	96.0%	Up from 87.4%	95.0%	94.9%
Average teacher salary	\$49,091	Up 4.0%	\$43,674	\$45,345
Professional development days/teacher	18.0 days	Up from 17.0 days	13.6 days	12.6 days
School				
Principal's years at school	22.0	Up from 21.0	3.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Up from 15.3 to 1	16.6 to 1	18.5 to 1
Prime instructional time	91.8%	Up from 81.7%	89.4%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,003	Up 21.0%	\$8,151	\$7,052
Percent of expenditures for instruction*	58.5%	Down from 62.5%	68.5%	69.1%
Percent of expenditures for teacher salaries*	53.4%	Down from 56.9%	61.1%	64.2%

* Prior year audited financial data are reported.

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-price lunch rate exceeding 85%. 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 and physical education and band. Students receive computer-assisted instruction weekly with additional opportunities to complete reports, enhance their technology skills, and receive extra computerized instruction. Students needing additional instruction in math and reading are identified and provided assistance in after-school tutoring classes. Tutoring and extra-curricular activities are provided through a 21st Century grant.

Cross Elementary met Adequately Yearly Progress (AYP) and has twice been awarded the Palmetto Silver Award. 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, a school volunteers, business and community partnerships, family literacy workshops, parenting programs, Annual Career Day, Adult Education initiatives, and the school-wide Accelerated Reading incentive 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.

Academically gifted students in grades 4 and 5 have been recipients of Duke TIP. 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 Pilot 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	29	42	18
Percent satisfied with learning environment	100.0%	62.5%	61.1%
Percent satisfied with social and physical environment	96.6%	59.5%	76.5%
Percent satisfied with school-home relations	96.6%	76.2%	83.3%

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

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 Adequate Yearly Progress

NO

This school met 12 out of 15 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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	203	100	23.9	41.3	30.4	4.3	46.2	48.6	48.2	Yes	Yes
Gender											
Male	121	100	26.6	43.1	28.4	1.8	39.4	40.8	41.7	N/A	N/A
Female	82	100	20	38.7	33.3	8	56	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	49	100	23.7	47.4	21.1	7.9	47.4	55.4	60	I/S	Yes
African American	147	100	25.2	40.3	32.4	2.2	44.6	36.5	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	32	100	61.3	25.8	12.9	0	12.9	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	37.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	183	100	25.7	40.1	30.5	3.6	44.3	38.5	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	203	100	22.3	49.5	15.2	13	40.2	44.2	45.8	No	Yes
Gender											
Male	121	100	22	53.2	15.6	9.2	38.5	44.4	45.6	N/A	N/A
Female	82	100	22.7	44	14.7	18.7	42.7	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	49	100	21.1	52.6	18.4	7.9	42.1	52.8	59	I/S	Yes
African American	147	100	23.7	49.6	14.4	12.2	38.1	28.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	32	100	64.5	25.8	6.5	3.2	19.4	14.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	38.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	183	100	24	49.7	14.4	12	38.3	33.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	122	99.2	46.3	38	13.9	1.9	15.7	35.1	35.7	96.7	96.4
Gender											
Male	75	100	46.3	38.8	13.4	1.5	14.9	36.3	37.4	96.5	96.3
Female	47	97.9	46.3	36.6	14.6	2.4	17.1	33.9	33.8	97	96.5
Racial/Ethnic Group											
White	30	100	30.4	43.5	21.7	4.3	26.1	44.8	49.2	95.1	96
African American	89	100	50.6	37.3	10.8	1.2	12	18.5	17	97.2	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	97.3	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	26.8	24.9	95.2	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	98.7	95.2
Disability Status											
Disabled	17	100	76.5	17.6	5.9	0	5.9	9.8	14	96.2	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	24.3	24.4	95.4	96.9
Socio-Economic Status											
Subsided meals	108	100	48.5	38.1	11.3	2.1	13.4	23.7	21.1	96.7	96.1
Social Studies											
All Students	120	100	34.9	41.3	14.7	9.2	23.9	34.6	34	96.7	96.4
Gender											
Male	68	100	33.3	41.7	15	10	25	36.3	36.6	96.5	96.3
Female	52	100	36.7	40.8	14.3	8.2	22.4	32.8	31.3	97	96.5
Racial/Ethnic Group											
White	28	100	28.6	47.6	9.5	14.3	23.8	40.9	44.5	95.1	96
African American	88	100	38.1	39.3	15.5	7.1	22.6	22.7	19.1	97.2	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	97.3	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	31.3	27.5	95.2	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	98.7	95.2
Disability Status											
Disabled	18	100	64.7	23.5	5.9	5.9	11.8	11.8	14.4	96.2	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	29.6	27.3	95.4	96.9
Socio-Economic Status											
Subsided meals	109	100	36.4	40.4	14.1	9.1	23.2	25.5	21	96.7	96.1

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	40	100	10.5	31.6	52.6	5.3	57.9	
	4	62	100	31.5	46.3	22.2	0	22.2	
	5	59	100	34.5	50.9	14.5	0	14.5	
	6	61	100	29.3	44.8	12.1	13.8	25.9	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
2008	3	61	100	11.5	40.4	38.5	9.6	48.1	
	4	39	100	11.8	38.2	50	0	50	
	5	62	100	28.1	47.4	19.3	5.3	24.6	
	6	41	100	43.9	36.6	19.5	0	19.5	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	40	100	10.5	60.5	21.1	7.9	28.9	
	4	62	100	40.7	44.4	14.8	0	14.8	
	5	59	100	29.1	38.2	18.2	14.5	32.7	
	6	61	100	15.5	32.8	22.4	29.3	51.7	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	61	100	23.1	50	9.6	17.3	26.9	
	4	39	100	14.7	55.9	20.6	8.8	29.4	
	5	62	100	19.3	47.4	17.5	15.8	33.3	
	6	41	100	31.7	46.3	14.6	7.3	22	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	19	100	44.4	44.4	11.1	0	11.1	
	4	62	100	59.3	33.3	7.4	0	7.4	
	5	29	100	48.1	33.3	7.4	11.1	18.5	
	6	32	100	37.9	48.3	10.3	3.4	13.8	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	96.7	24	44	32	0	32	
	4	39	100	38.2	44.1	14.7	2.9	17.6	
	5	32	100	50	39.3	7.1	3.6	10.7	
	6	21	100	81	19	0	0	0	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	21	100	25	65	10	0	10	
	4	62	100	63	33.3	1.9	1.9	3.7	
	5	30	100	39.3	42.9	17.9	0	17.9	
	6	29	100	10.3	69	17.2	3.4	20.7	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	19.2	46.2	30.8	3.8	34.6	
	4	39	100	50	44.1	5.9	0	5.9	
	5	30	100	34.5	41.4	3.4	20.7	24.1	
	6	20	100	30	30	25	15	40	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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