



Cross High

1293 Old Hwy 6
Cross, SC 29436

Grades	7-12 High School	
Enrollment	414 Students	
Principal	J. Robb Streeter, Jr.	843-899-8900
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	Average	Excellent*
2007	Below Average	At-Risk
2006	Average	Average
2005	Below Average	Below Average
2004	Average	Excellent

* 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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	5	6	6	10

* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	68.4	75.0	77.4	60.5	65.7	64.8
Passed 1 subtest (%)	14.5	13.2	16.1	18.0	18.4	15.9
Passed no subtests (%)	17.1	11.8	6.5	22.0	16.0	19.8

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	88.4%	84.8%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	81	96
Number of Diplomas	60	64
Rate	74.1%	61.4%

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	69.2	59.2
English 1	50.9	41.4
Physical Science	0	27.4
All Tests	59.8	45.4

* 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=414)				
Retention rate	1.5%	Down from 2.9%	10.3%	6.1%
Attendance rate	95.9%	Down from 96.3%	94.3%	95.0%
Eligible for gifted and talented	4.2%	Down from 5.5%	3.2%	8.3%
With disabilities other than speech	21.4%	Up from 20.7%	13.9%	13.0%
Older than usual for grade	4.3%	Up from 4.1%	14.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	2.0%	1.5%
Enrolled in AP/IB programs	2.8%	Down from 3.1%	3.7%	11.4%
Successful on AP/IB exams	N/A	N/A	13.4%	54.3%
Eligible for LIFE Scholarship	28.8%	Down from 29.9%	22.4%	30.5%
Annual dropout rate	1.3%	Down from 3.2%	3.5%	3.5%
Career/technology students in co-curricular organizations	11.9%	Up from 8.1%	2.9%	3.1%
Enrollment in career/technology courses	207	Down from 234	259	559
Students participating in work-based experiences	10.6%	Down from 65.5%	4.1%	10.6%
Career/technology students attaining technical skills	96.6%	Up from 83.7%	76.4%	79.6%
Career/technology completers placed	100.0%	No Change	96.3%	98.5%
Teachers (n=33)				
Teachers with advanced degrees	48.5%	Down from 54.8%	52.9%	57.4%
Continuing contract teachers	66.7%	Down from 74.2%	55.1%	69.6%
Teachers with emergency or provisional certificates	25.8%	Up from 10.0%	20.0%	8.7%
Teachers returning from previous year	87.0%	Up from 82.8%	78.8%	85.0%
Teacher attendance rate	94.2%	Up from 93.9%	94.9%	95.4%
Average teacher salary	\$45,744	Down 5.3%	\$43,632	\$46,061
Professional development days/teacher	18.5 days	Down from 23.2 days	12.6 days	11.4 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 17.7 to 1	20.0 to 1	25.4 to 1
Prime instructional time	88.3%	Up from 86.1%	87.0%	89.1%
Dollars spent per pupil*	\$10,300	Down 2.0%	\$9,686	\$7,279
Percent of expenditures for teacher salaries*	46.8%	Down from 60.3%	51.5%	55.3%
Percent of expenditures for instruction*	54.4%	Down from 64.5%	60.6%	60.8%
Opportunities in the arts	Fair	Down from Good	Good	Excellent
Parents attending conferences	71.7%	Up from 66.4%	91.2%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	69	88.4%	107	59.8%	81	74.1%	No
Gender							
Male	37	86.5%	56	69.6%	44	70.5%	N/A
Female	32	90.6%	51	49.0%	37	78.4%	N/A
Racial/Ethnic Group							
White	N/A	N/A	11	72.7%	N/A	N/A	N/A
African American	61	86.9%	93	58.1%	70	74.3%	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	15	46.7%	26	30.8%	16	37.5%	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	56	85.7%	99	61.6%	67	70.1%	N/A

* 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

Cross High School began the year by successfully completing a Making Middle Grades Work audit by the Southern Regional Education Board. A career specialist was again on-site full time to implement the new Educational and Economic Development Act providing counseling and assistance to students as they prepare for potential vocations. We continue to implement Career Day, which focuses on the 16 career clusters, by inviting employers in the county which represent different clusters to attend. Our annual Job Fair also continues to expose our students to job training and opportunities. Students and community members participated in seminars to enhance resume writing and interview skills. The career counselor conducts Individualized Graduation Plans for eighth and ninth grade students to prepare them for future class registrations and career clusters. Throughout the year, career lessons were given to seventh and eighth grade students on a bi-weekly basis to enhance their knowledge of the world of work and the 16 career clusters. Seventh and eighth grade students were also given the opportunity to shadow employers in their career of choice. Finally, the Ninth Grade Academy teachers and students implemented the Career Game to acquire insight into living in the real world. We also recently implemented the SC Credit Recovery Program and had 100% success of attempted credits recovered.

During the 2007-08 school year, we have completed our fourth year of implementing small learning communities with our Middle School and Ninth Grade Academy. The core-area teachers in each of our academies share a daily common planning period to collaborate in the development of curriculum, monitoring student achievement, and establishing procedures for student management. All of our teachers worked within their subject-area departments to complete a professional book study aimed to promote closeness of the faculty and help achieve our goal of improving student literacy. A school leadership team consisting of master teachers and administrators continues to implement our School Renewal Plan, assess our progress in achieving school goals and make necessary revisions to our plan.

CHS was named a SCDE "Showcase School" after the 2006-07 school year because of our continued success. Our graduation rate of 86.3% was the highest in Berkeley County for the 2007-08 school year. Our students continue to perform well on the HSAP and PACT test. As a demonstration of this outstanding performance, our senior class earned over \$2 Million in scholarships and grants for the 2007-08 school year.

We are excited about our new school renovations and improvements. These renovations will increase and improve our building and athletic facilities by providing an entire new facelift to the entire school façade. We anticipate continued success from our highly competitive robotics team, our award winning Blue Thunder Band, and our JROTC Honor Unit with Distinction. We are also proud of our athletic teams as they were named the 2007-08 Region VI A Champions in Football, Boys Track and Girls Track. We also had an individual state champion in the girls' 400 meter dash. We will continue to be the jewel of our rural community in 2008-09.

Carl Heyward, School Improvement Council Chairperson
J. Robb Streeter, Jr., Principal Specialist

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	55	24
Percent satisfied with learning environment	68.3%	60.0%	58.3%
Percent satisfied with social and physical environment	61.0%	60.0%	33.3%
Percent satisfied with school-home relations	48.7%	72.7%	60.9%

* 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

NO

This school met 12 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. 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 Data

	Our School	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	5.6%	0.0%	No

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HSAP 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 = 52.3% (Proficient and Advanced)

All Students	62	100	11.3	37.1	37.1	14.5	61.3	70.1	69.7	Yes	Yes
Male	28	100	17.9	42.9	32.1	7.1	50	65.2	64.6	N/A	N/A
Female	34	100	5.9	32.4	41.2	20.6	70.6	75.4	74.8	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	79.6	81.7	I/S	I/S
African American	54	100	11.1	38.9	37	13	59.3	56.4	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	91.1	83.1	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	12	100	41.7	58.3	0	0	8.3	21.5	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	44.8	47.3	I/S	I/S
Subsized meals	53	100	9.4	37.7	39.6	13.2	60.4	58	55.1	Yes	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	62	100	17.7	30.6	37.1	14.5	61.3	69.2	67.2	Yes	Yes
Male	28	100	21.4	28.6	35.7	14.3	53.6	69.3	66.3	N/A	N/A
Female	34	100	14.7	32.4	38.2	14.7	67.6	69	68	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	79.7	79.6	I/S	I/S
African American	54	100	18.5	33.3	35.2	13	57.4	54.4	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.7	88.9	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.4	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	12	100	58.3	41.7	0	0	16.7	23.8	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	48.3	54.9	I/S	I/S
Subsized meals	53	100	17	34	35.8	13.2	60.4	58.1	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	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	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	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Adj - 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 and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	77	98.7	13.9	33.3	37.5	15.3	69.4	69.4	70.7
	2008	62	100	11.3	37.1	37.1	14.5	61.3	70.1	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	77	98.7	25.0	41.7	20.8	12.5	48.6	58.0	62.2
	2008	62	100	17.7	30.6	37.1	14.5	61.3	69.2	67.2

Abbreviations for Missing Data

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