

CROSS HIGH

1293 Old Hwy 6
Cross, SC 29436

Grades	7-12 High School	
Enrollment	291 Students	
Principal	Sterling B. Harris	843-899-8900
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**Average**
2009	Below Average	Below Average
2008	Average	Excellent
2007	Below Average	At-Risk
2006	Average	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.

http://ed.sc.gov
http://www.eoc.sc.gov

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	13	5	13

* Ratings are calculated with data available by 03/24/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	**2008**	**2009**	**2010**	**2008**	**2009**	**2010**
Passed 2 subtests (%)	77.4%	67.9%	60.7%	64.8%	58.2%	61.0%
Passed 1 subtest (%)	16.1%	11.3%	8.9%	15.9%	20.4%	19.1%
Passed no subtests (%)	6.5%	20.8%	30.4%	19.8%	23.7%	22.2%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	86.2%	83.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	**2010**	**2009***	**2010**
Number of Students in Four-Year Cohort	77	64	121	139
Number of Graduates in Cohort	60	55	79	89
Rate	77.9%	85.9%	59.7%	63.3%

*Used to calculate current AYP.

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	42.1%	57.8%
English 1	73.7%	49.6%
Physical Science	50.0%	34.4%
US History and the Constitution	46.2%	25.2%
All Tests	50.0%	40.8%

* 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=291)				
Retention rate	0.7%	Up from 0.6%	5.9%	3.7%
Attendance rate	96.0%	Down from 96.2%	94.1%	95.4%
Eligible for gifted and talented	2.1%	Down from 5.6%	3.4%	12.4%
With disabilities other than speech	21.8%	Up from 20.2%	14.8%	12.8%
Older than usual for grade	6.2%	Up from 5.2%	14.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	1.7%	1.1%
Enrolled in AP/IB programs	11.2%	Up from 5.2%	7.2%	13.1%
Successful on AP/IB exams	N/A	N/A	36.1%	50.4%
Eligible for LIFE Scholarship	27.9%	Up from 17.6%	26.2%	30.4%
Annual dropout rate	1.9%	Up from 1.8%	2.4%	3.1%
Career/technology students in co-curricular organizations	15.5%	Up from 13.8%	3.4%	2.2%
Enrollment in career/technology courses	156	Down from 209	266	424
Students participating in work-based experiences	0.7%	Down from 17.4%	8.0%	11.7%
Career/technology students attaining technical skills	96.9%	Up from 96.2%	75.7%	78.7%
Career/technology completers placed	91.2%	Down from 95.5%	96.3%	98.5%
Teachers (n=31)				
Teachers with advanced degrees	64.5%	Up from 60.6%	54.3%	60.4%
Continuing contract teachers	58.1%	Down from 66.7%	60.3%	76.6%
Teachers with emergency or provisional certificates	21.4%	Down from 29.0%	18.6%	6.5%
Teachers returning from previous year	86.0%	Down from 88.2%	78.0%	86.8%
Teacher attendance rate	93.6%	Down from 95.6%	95.9%	95.8%
Average teacher salary*	$47,765	Down 5.1%	$44,341	$47,390
Professional development days/teacher	18.1 days	Down from 21.6 days	10.9 days	10.0 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 15.8 to 1	22.3 to 1	25.8 to 1
Prime instructional time	88.1%	Down from 89.7%	89.2%	90.1%
Dollars spent per pupil**	$12,894	Up 12.4%	$10,287	$7,974
Percent of expenditures for teacher salaries**	50.4%	Up from 46.4%	52.5%	55.4%
Percent of expenditures for instruction**	55.0%	Down from 56.9%	59.3%	60.4%
Opportunities in the arts	Fair	Down from Good	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 80.1%	97.4%	96.0%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	58	86.2%	148	50.0%	64	85.9%	No
Gender							
Male	28	82.1%	88	58.0%	32	84.4%	N/A
Female	30	90.0%	60	38.3%	32	87.5%	N/A
Racial/Ethnic Group							
White	N/A	N/A	24	83.3%	N/A	N/A	N/A
African American	51	86.3%	124	43.5%	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	N/A	N/A	24	12.5%	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	47	85.1%	120	50.8%	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 is our effective use of technology to support standards-based instruction. Our math teachers are able to plan lessons and coordinate them with the laboratory assistants. This has resulted in steady increases in student achievement as measured by both the EOC examinations and the Exit Exam. Our teachers and lab technicians attend the same staff-development activities, which promotes further collaboration and mutual understanding of both the content and cognitive levels of the standards and indicators addressed. Open lines of communication are the key elements in this process. The mutual respect between teachers and lab techs creates a positive environment for our students.

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 plays 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. This assists in preparing our middle school students for the rigor of high school courses. Teachers meet regularly as a 7-12 staff. Once again, our teachers' ability to deliver standards-based instruction plays a key role in student achievement.

This year Cross High School received several awards and recognitions. We were again named a Palmetto Gold/Silver Showcase School. We first received this honor in 2006-2007. For the first time in the history of the school, we have been named as U.S. News and World Report Best High School Bronze Medal winner. This is a significant indicator that Cross High School is a major factor in closing the achievement gap among students.

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. Teachers have high expectations for our students and therefore have high expectations of themselves in terms of creating a positive learning environment and delivering high quality instruction on a daily basis.

J. Robb Streeter, Jr., Principal Specialist
Carl Heyward, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	40	37
Percent satisfied with learning environment	75.0%	77.5%	71.4%
Percent satisfied with social and physical environment	95.8%	82.5%	78.4%
Percent satisfied with school-home relations	45.8%	82.5%	77.8%

* 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 11 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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.4%	0.0%	No

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CROSS HIGH 03/24/11-0801006

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
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	55	98.2	32.7	32.7	23.1	11.5	50	66.2	65.9	Yes	Yes
Male	33	97	43.3	30	20	6.7	40	60.1	60.8	N/A	N/A
Female	22	100	18.2	36.4	27.3	18.2	63.6	72.6	71	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	73.9	77.5	I/S	I/S
African American	48	97.9	33.3	35.6	22.2	8.9	46.7	55.2	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	84	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.6	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	16	100	78.6	21.4	0	0	7.1	17.1	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.3	47.3	I/S	I/S
Subsidized meals	46	100	28.9	37.8	20	13.3	51.1	55.5	51.5	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	55	98.2	34.6	36.5	19.2	9.6	40.4	60.6	62.3	Yes	Yes
Male	33	97	50	30	10	10	33.3	60.8	61.7	N/A	N/A
Female	22	100	13.6	45.5	31.8	9.1	50	60.5	63	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	70.6	75	I/S	I/S
African American	48	97.9	35.6	37.8	17.8	8.9	40	46.3	44	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.2	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	16	100	85.7	7.1	0	7.1	7.1	21.2	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.8	52.6	I/S	I/S
Subsidized meals	46	100	31.1	37.8	20	11.1	42.2	49.4	48.1	Yes	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	57	80.7	69.6	10.9	15.2	4.3	19.6	N/A	N/A	N/A	N/A
Male	35	71.4	72.0	8.0	16.0	4.0	20.0	N/A	N/A	N/A	N/A
Female	22	95.5	66.7	14.3	14.3	4.8	19.0	N/A	N/A	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	50	80.0	72.5	10.0	12.5	5.0	17.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	16	50.0	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	47	85.1	67.5	10.0	17.5	5.0	22.5	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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	53	100	21.2	30.8	26.9	21.2	51.9	65.2	61.8
	2010	55	98.2	32.7	32.7	23.1	11.5	50	66.2	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	53	100	32.7	23.1	19.2	25	59.6	65.8	62.7
	2010	55	98.2	34.6	36.5	19.2	9.6	40.4	60.6	62.3

* Adjusted to account for natural variation in performance.

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