SC Annual School Report Card Summary

CROSS HIGH
Berkeley
Grades: 7-12 **Enrollment: 291**
Principal: Sterling B. Harris
Superintendent: Dr. Anthony Parker
Board Chair: Kathy Schwalbe

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

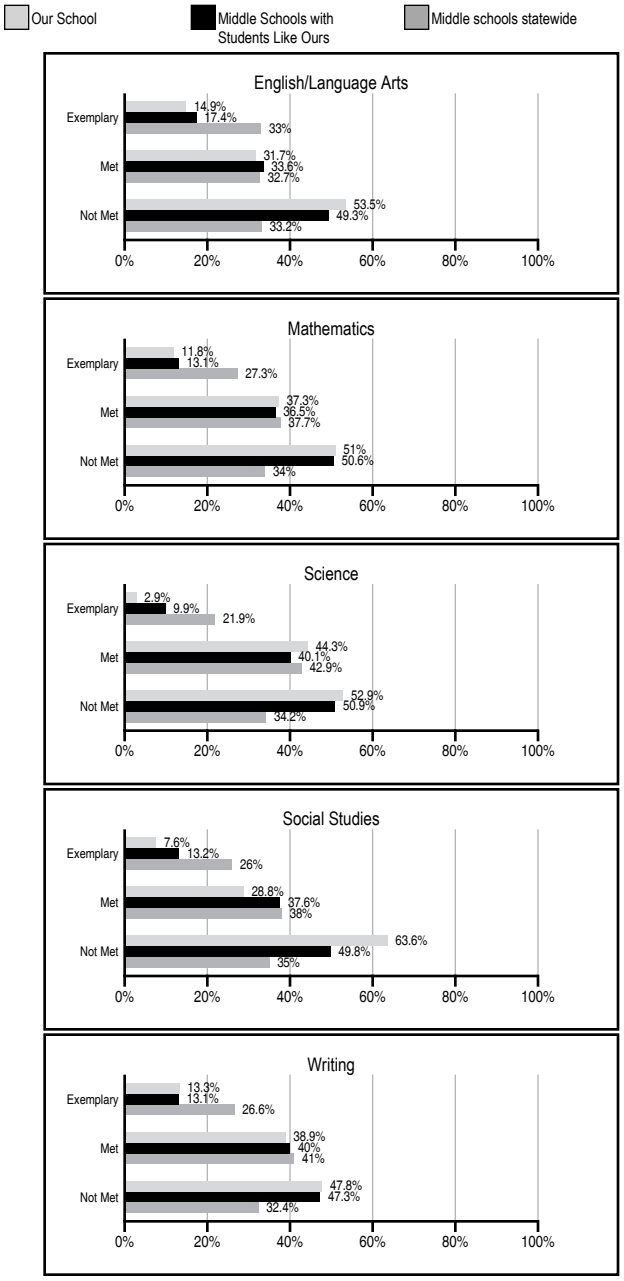
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Below Average	At-Risk	TBD	TBD	Not Met	N/A
2009	Below Average	At-Risk	N/A	Gold	Not Met	NI
2008	At-Risk	At-Risk	Gold	N/A	Not Met	N/A

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	14	33	18

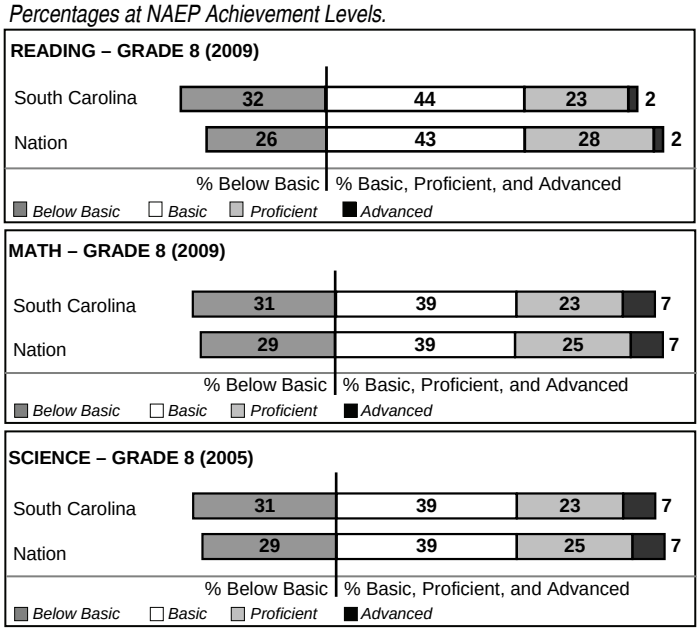
** Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.*

PASS PERFORMANCE



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



END OF COURSE TESTS - 2010

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	84.6	89.7
English 1	91.7	87.5
Physical Science	N/A	52.6
US History and the Constitution	N/A	N/A
All Subjects	88.0	88.0

SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key
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CROSS HIGH [Berkeley]

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=291)				
Students enrolled in high school credit courses (grades 7 & 8)	13.4%	Down from 17.3%	13.4%	24.2%
Retention rate	0.7%	Up from 0.6%	1.0%	0.7%
Attendance rate	96.0%	Down from 96.2%	95.3%	95.9%
Eligible for gifted and talented	2.1%	Down from 5.6%	7.0%	16.4%
With disabilities other than speech	21.8%	Up from 20.2%	14.5%	12.0%
Older than usual for grade	6.2%	Up from 5.2%	4.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.3%	0.5%
Annual dropout rate	1.0%	Up from 0.8%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	64.5%	Up from 60.6%	57.6%	58.5%
Continuing contract teachers	58.1%	Down from 66.7%	64.7%	80.0%
Teachers with emergency or provisional certificates	21.4%	Down from 29.0%	12.7%	4.0%
Teachers returning from previous year	86.0%	Down from 88.2%	77.7%	84.6%
Teacher attendance rate	93.6%	Down from 95.6%	95.7%	95.4%
Average teacher salary*	$47,765	Down 5.1%	$44,451	$46,561
Classes not taught by highly qualified teachers	11.4%	Up from 3.1%	4.8%	1.3%
Professional development days/teacher	18.1 days	Down from 21.6 days	10.4 days	10.2 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	18.0 to 1	21.1 to 1
Prime instructional time	88.1%	Down from 89.7%	90.0%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 80.1%	97.4%	98.1%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	$12,894	Up 12.4%	$10,026	$7,802
Percent of expenditures for instruction**	55.0%	Down from 56.9%	60.4%	63.8%
Percent of expenditures for teacher salaries**	50.4%	Up from 46.4%	55.9%	60.0%
% of AYP objectives met	84.6%	Up from 53.8%	88.2%	92.3%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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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

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