



Cross High

1293 Old Hwy 6
Cross, SC 29436

Grades	7-12 High School	
Enrollment	365 Students	
Principal	J. Robb Streeter, Jr.	843-899-8900
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average*
2008	Average	Excellent
2007	Below Average	At-Risk
2006	Average	Average
2005	Below Average	Below Average

* The School's 2009 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 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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	3	5	9	14

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	75.0	77.4	67.9	65.7	64.8	58.2
Passed 1 subtest (%)	13.2	16.1	11.3	18.4	15.9	20.4
Passed no subtests (%)	11.8	6.5	20.8	16.0	19.8	23.7

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	86.2%	84.8%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	77	121
Number of Diplomas	60	79
Rate	77.9%	59.7%

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	71.4	51.2
English 1	43.5	40.4
Physical Science	54.9	30.0
US History and the Constitution	29.0	18.7
All Tests	47.8	34.7

* 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=365)				
Retention rate	0.6%	Down from 1.5%	7.2%	4.8%
Attendance rate	96.2%	Up from 95.9%	94.4%	95.5%
Eligible for gifted and talented	5.6%	Up from 4.2%	2.6%	9.2%
With disabilities other than speech	20.2%	Down from 21.4%	14.2%	12.6%
Older than usual for grade	5.2%	Up from 4.3%	12.5%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	1.3%	1.2%
Enrolled in AP/IB programs	5.2%	Up from 2.8%	5.5%	13.2%
Successful on AP/IB exams	45.5%	N/A	38.0%	55.6%
Eligible for LIFE Scholarship	17.6%	Down from 28.8%	28.2%	29.8%
Annual dropout rate	1.8%	Up from 1.3%	3.3%	3.5%
Career/technology students in co-curricular organizations	13.8%	Up from 11.9%	2.8%	3.0%
Enrollment in career/technology courses	209	Up from 207	246	523
Students participating in work-based experiences	17.4%	Up from 10.6%	9.8%	12.9%
Career/technology students attaining technical skills	96.2%	Down from 96.6%	77.0%	79.3%
Career/technology completers placed	95.5%	Down from 100.0%	96.9%	98.8%
Teachers (n=33)				
Teachers with advanced degrees	60.6%	Up from 48.5%	54.3%	58.6%
Continuing contract teachers	66.7%	No Change	60.3%	71.6%
Teachers with emergency or provisional certificates	29.0%	Up from 25.8%	19.2%	8.1%
Teachers returning from previous year	88.2%	Up from 87.0%	75.9%	85.0%
Teacher attendance rate	95.6%	Up from 94.2%	95.4%	95.5%
Average teacher salary*	\$50,337	Up 10.0%	\$44,551	\$47,761
Professional development days/teacher	21.6 days	Up from 18.5 days	11.1 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 17.5 to 1	21.7 to 1	26.1 to 1
Prime instructional time	89.7%	Up from 88.3%	88.8%	89.8%
Dollars spent per pupil**	\$11,470	Up 11.4%	\$10,003	\$7,883
Percent of expenditures for teacher salaries**	46.4%	Down from 46.8%	52.9%	54.1%
Percent of expenditures for instruction**	56.9%	Up from 54.4%	60.2%	60.2%
Opportunities in the arts	Good	Up from Fair	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	80.1%	Up from 71.7%	92.6%	95.8%
Character development program	Average	Down from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	65	86.2%	201	47.8%	77	77.9%	No
Gender							
Male	29	86.2%	114	51.8%	38	68.4%	N/A
Female	36	86.1%	87	42.5%	39	87.2%	N/A
Racial/Ethnic Group							
White	10	100.0%	28	75.0%	13	69.2%	N/A
African American	55	83.6%	172	43.6%	64	79.7%	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	14	42.9%	27	18.5%	14	35.7%	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	54	85.2%	158	50.6%	63	76.2%	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 promote 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 element in this process. The mutual respect between teachers and lab techs creates a positive learning 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 our 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.

Lastly, 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	39	59	58
Percent satisfied with learning environment	64.1%	66.1%	61.4%
Percent satisfied with social and physical environment	84.6%	72.9%	69.6%
Percent satisfied with school-home relations	64.1%	83.1%	63.6%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 7 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

NI

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	2.2%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No

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	53	100	21.2	30.8	26.9	21.2	51.9	65.2	61.8	No	Yes
Male	32	100	32.3	16.1	22.6	29	51.6	62.2	57.4	N/A	N/A
Female	21	100	4.8	52.4	33.3	9.5	52.4	67.9	66.1	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	73.2	74.3	I/S	I/S
African American	46	100	22.2	33.3	26.7	17.8	48.9	53.3	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	80.5	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	15	100	73.3	20	6.7	0	6.7	21.7	19.4	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	36.1	38.5	I/S	I/S
Subsized meals	46	100	20	28.9	26.7	24.4	55.6	56	45.6	No	Yes

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

All Students	53	100	32.7	23.1	19.2	25	59.6	65.8	62.7	No	Yes
Male	32	100	32.3	22.6	16.1	29	61.3	66.1	61.8	N/A	N/A
Female	21	100	33.3	23.8	23.8	19	57.1	65.5	63.6	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	72.7	75.1	I/S	I/S
African American	46	100	33.3	22.2	20	24.4	57.8	53.9	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.8	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.5	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	15	100	86.7	13.3	0	0	13.3	27.5	21.8	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	52.5	52.3	I/S	I/S
Subsized meals	46	100	28.9	24.4	20	26.7	62.2	55.9	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	53	81.1	45.3	17.0	7.5	11.3	18.9	N/A	N/A	N/A	N/A
Male	32	75.0	34.4	15.6	9.4	15.6	I/S	N/A	N/A	N/A	N/A
Female	21	90.5	61.9	19.0	4.8	4.8	I/S	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	46	82.6	47.8	17.4	8.7	8.7	I/S	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	15	33.3	33.3	N/A	N/A	N/A	I/S	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
Subsized meals	46	84.8	43.5	19.6	8.7	13.0	21.7	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	2008	62	100	11.3	37.1	37.1	14.5	61.3	70.1	69.7
	2009	53	100	21.2	30.8	26.9	21.2	51.9	65.2	61.8

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

All Students	2008	62	100	17.7	30.6	37.1	14.5	61.3	69.2	67.2
	2009	53	100	32.7	23.1	19.2	25	59.6	65.8	62.7

* Adjusted to account for natural variation in performance.