

**South Carolina Education Oversight Committee (EOC)
Annual Standards Assurance Form**

H.4077 (R.247) as Signed by the Governor on May 18, 2018

2018-19

Document A – Application for Continued Participation in ECENC Program

Please complete the information requested below concerning your independent school. This information will be listed on the South Carolina Education Oversight Committee's website, www.eoc.sc.gov.

Independent School Name:	Cross Schools
Independent School Contact Person:	Brad Schultz
Independent School Address:	495 Buckwalter Parkway
City, State, Zip Code:	Bluffton, SC 29910
Independent School Telephone Number:	(843) - 706 - 2000
Independent School Fax Number:	(843) - 706 - 2010
Independent School E-mail Address:	b.schultz@crossschools.org
Independent School Website Address:	www.crossschools.org

Please review the standards below based on H.4077 (R.247) as signed by the Governor on May 18, 2018. An "eligible school" is defined as "an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met," and does not discriminate based on the grounds of race, color, or national origin. Please indicate whether your school has met each standard to ensure the following academic requirements are being met. The S.C. Education Oversight Committee reserves the right to request additional documentation to show the school is in compliance with state law.

STANDARDS	YES	NO
1. Offers a general education to primary or secondary school students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does not discriminate on the basis of race, color, or national origin.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is located in this state.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Has an educational curriculum that includes courses set forth in the state's diploma requirements, graduation certificate requirements (for special needs children), and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress. Please	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Has school facilities that are subject to applicable federal, state, and local laws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, the South Carolina Independent Schools Association, or the Palmetto Association of Independent Schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Provides a specially designed program or learning resource center to provide needed accommodations based on the needs of exceptional needs students or provides onsite educational services or supports to meet the needs of exceptional needs students, or is a school specifically existing to meet the needs of only exceptional needs students with documented disabilities. Please provide a summary of the services provided based on exceptional needs of students served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Did this school receive any grants last fiscal year (July 1, 2017 until June 30, 2018) from Exceptional SC from the Educational Credit for Exceptional Needs Children Fund? Please complete Document B.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. By December 31, 2018, will your school submit school-level test score results from the prior school year on national achievement tests and individual student test scores for students who received a grant from Exceptional SC in the prior school year? Please complete Document C.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. By December 31, 2018, will your school provide a "compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm"? Please complete Document D.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I assure that all documents submitted to the SC Education Oversight Committee for the purpose of applying as an eligible school, as defined by state law, is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10 of the South Carolina Code of Laws.

Signature: _____

Brad Schultz

Date: _____

6/8/18

Print Name of Signature Above: _____

Brad Schultz

Title: _____

Head of School

Email: _____

b.schultz @ crossschools.org

Return this form to Melanie Barton

- Phone: 803.734.6148
- E-mail: mbarton@eoc.sc.gov
- Mail: P.O. Box 11867
Columbia, S.C. 29211
- Fax: 803.734.6167
- Physical Location:
1205 Pendleton Street
Room 502 Brown Building
Columbia, SC 29201

Document B
Grants Received

Application for Continued Participation
Educational Credit for Exceptional Needs Children (ECENC) Program
2018-2019

Independent School Name:

Cross Schools

An independent school continuing to participate in the Educational Credit for Exceptional Needs Children for Fiscal Year 2018-19 is required to submit the following information:

Total number of grants and total amount of grants received in the preceding fiscal year, from July 1, 2017 through June 30, 2018.

Please complete the following chart. If no grants for any qualifying student were received from Exceptional SC in Fiscal Year 2017-18, please indicate with "0" grants received and "\$0" in total amount of grants received.

Total Number of Grants Received	Total Amount of Grants Received
17	\$ 50,275

Total number of grants is the number of individual children/students who received a grant even if the school received more than one grant for a specific child/student. The total amount of grants per child/student should not have exceeded \$11,000.

Cross Schools offers different levels of services to meet the needs of all our students.

Levels of Services and Fees

Level of Services	Cost of Services	Requirements
<p>Level 2:</p> <p>This is our highest level of support and intervention. Students in this tier have a current Psychological Evaluation or Individualized Education Plan indicating the need for academic support, classroom accommodations, and testing accommodations. Students receive support in their area (s) of need, test support, organizational strategies, and study strategies. Students may receive 1-to-1 intervention as well as small group support. Students in this level receive classroom and testing accommodations as indicated by their Psychological Evaluation.</p>	<p>\$2700 per year</p>	<p>Previous Level 1 Academic Support/Psychological Evaluation within past 3 years or current Individualized Education Plan.</p>
<p>Level 1:</p> <p>This level of support is for any student who could benefit from additional academic support. Teachers may refer students who need additional academic support or parents may request additional support. Students will receive subject area tutoring. No classroom or testing accommodations will be given unless the student has a psychological report indicating the appropriateness of classroom and testing accommodations.</p>	<p>\$35 per session</p>	<p>Referral by classroom teacher through administration or parent request.</p>

Cross Schools Academic Resource Center

Resource Teacher - Claudia Peacock

Claudia Peacock graduated from the College of Charleston in 2001 with a Bachelor of Science in Special Education with concentrations in Early Childhood Education, Emotional Disabilities, and Mental Disabilities. She taught in Mount Pleasant for one year before moving to Duluth, Georgia to develop the Emotional Disabilities Program for Monarch Early Childhood Center. Upon marrying and moving to Greenville in 2005, Claudia added Learning Disabilities to her teacher certificate and became Wilson Trained. In 2007, the Peacocks moved to Bluffton where Claudia worked for HHISCA as the Resource teacher from 2007-2009 and most recently was the Resource teacher at Red Cedar Elementary School from 2009-2015. After retiring from full time teaching Claudia began providing educational intervention at Cross Schools in the 2015-2016 school year.

Academic Support for Cross Schools

Cross Schools strives to provide developmentally appropriate academic support and enrichment to complement the rigorous academic curriculum to meet the needs of all of our students. Academic support is provided to students in grades k-8 in the areas of reading, math, writing, organizational skills, and assistance with study skills. Academic support is an environment dedicated to the development of helping each student succeed. We support our Stingrays with 1 –to- 1 intervention and small group instructional support.

Accommodations

“Accommodations are alterations in the way tasks are presented that allow children with learning disabilities to complete the same assignments as other students. Accommodations do not alter the content of assignments, do not give students an unfair advantage, or in the case of assessments, do not change what a test measures. They do make it possible for students with a learning disability to show what they know without being impeded by their disability. “- National Center for Learning Disabilities

Accommodations available at Cross Schools through Academic Support

1. Extended time for classroom assignments and tests
2. Oral administration of test directions and or test questions
3. Small group testing
4. Assistance with note-taking

Document C
Student Assessment Data

Application for Continued Participation
Educational Credit for Exceptional Needs Children (ECENC) Program
2018-2019

Independent School Name: Cross Schools

An independent school applying for continued participation in the Educational Credit for Exceptional Needs Children Program for Fiscal Year 2018-19 is required to submit the following information **by December 31, 2018**:

Student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this section in the previous school year. The school shall also provide individual student test scores on national achievement or state standardized tests, or both, for any student in grades one through twelve who received a grant from the program during the prior school year. The information must be used to provide program level reports to determine whether students participating in the program have experienced measurable improvement. Students with disabilities for whom standardized testing is not appropriate are exempt from this requirement.

Section 12-6-3790(E)(1)(b)

The information will be used to issue an annual report.

Annually, the Education Oversight Committee shall issue a report to the General Assembly documenting the impact of the Educational Credit for Exceptional Needs Children Program on student achievement. In addition, the report must include information on individual schools if at least fifty-one percent of the total enrolled students in the private school participated in the Educational Credit for Exceptional Needs Children Program in the prior school year. The report must be according to each participating private school, and for participating students, in which there are at least thirty participating students who have scores for tests administered. If the Education Oversight Committee determines that the thirty participating-student cell size may be reduced without disclosing personally identifiable information of a participating student, the Education Oversight Committee may reduce the participating-student cell size, but the cell size may not be reduced to less than ten participating students.

Section 12-6-3790(E)(6)

Schools applying for continued participation in the ECENC Program must provide the following:

- 1. School-level assessment results** for school year 2017-18 on national achievement tests for all grades tested in the school and for each grade with at least 10 students tested. Information should be provided for English language arts (reading) and mathematics achievement of students in the grade. Examples include: *TerraNova*, *Stanford 10*, *Iowa Test of Basic Skills*, etc. For grades 9-12, the school may provide average PSAT, SAT, ACT, or other scores as appropriate.

For schools that specifically exist to meet the needs of only exceptional needs students with documented disabilities, the EOC will work with the schools to provide information (including formative assessments, portfolios, etc.) that document the students' academic and social development.

How many students were enrolled in your school in 2017-18? 178

The following is a **template** that you may use for reporting purposes. For questions, contact the EOC office.

2017-18 School Year Results for (NAME OF ASSESSMENT)		
National Percentiles, Mean (Average) Scale Scores, Grade Equivalents, etc.		
Grade	English language arts (Reading)	Mathematics
	K-2 Stanford	
	2-8 OLSAT	
	3-8 ACT Aspire	

- 2. Individual student test scores** on national achievement tests for any child who received a grant from the program during the 2017-18 school year. No personally identifiable information will be published; instead, the information will be aggregated at the school or state level as stipulated in law.

Each school will have access to a secure data portal to upload individual student assessment results, which will include personally identifiable information. The portal will capture, at a minimum, the following information:

- Name of the student who received a grant from Exceptional SC in the prior school year along with data including date of birth, sex, grade level, etc. to ensure that the assessment results can be matched to the individual student who received a grant;
- For each student who received a grant, the results of a national assessment or assessments in 2017-18 and if possible, in 2016-17 as well to document academic growth. The name of the assessment as well as scale scores for students or national percentile ranks must be included; and
- If a student received a grant but due to the student's exceptional needs was not able to be assessed with a national assessment, the school must provide an explanation by student of the reason why a national assessment was not administered and how the school is measuring academic and personal growth for each student not assessed.

Please identify one staff person from your school who will provide the individual student test scores from this school:

Name:

Brad Schultz

Title:

Head of School

Telephone Number:

843-706-2000

Email Address:

b.schultz@crossschools.org

Cross Schools 2017-2018 Scores

Kindergarten (Stanford)

Total Reading: NCE 70.8 Mathematics: NCE 65.5

First Grade (Stanford)

Total Reading: NCE 71.9 Mathematics: NCE 79.4

Second Grade (Stanford)

Total Reading: 59.6 Mathematics: NCE 62.7

Third Grade (ACT Aspire)

Reading: NPR 76 Mathematics: NPR 88

Fourth Grade (ACT Aspire)

Reading: NPR 87 Mathematics: NPR 83

Fifth Grade (ACT Aspire)

Reading: NPR 66 Mathematics: NPR 70

Sixth Grade (ACT Aspire)

Reading: NPR 78 Mathematics: NPR 79

Seventh Grade (ACT Aspire)

Reading: NPR 76 Mathematics: NPR 80

Eighth Grade (ACT Aspire)

Reading: NPR 81 Mathematics: NPR 68

Group Report | CROSS SCHOOLS

DISTRICT: SCISA

GRADE: K
TEST DATE

[illegible]

Percent in Each			Clusters	Number of Items	Percent in Each			C
Below Avg	Avg	Above Avg			Below Avg	Avg	Above Avg	
3	33	63	Environment (cont.)	5	17	63	20	
3	53	43	C Earth	5	23	67	10	
3	97	0	C Physical	3	17	57	27	
3	23	73	P Science Process Skills	40	7	63	30	
3	47	50	Listening	10	3	70	27	
0	33	67	C Vocabulary	30	7	60	33	
7	50	43	C Comprehension	15	7	73	20	
10	47	43	P Initial Understanding	15	3	60	37	

Group Report | CROSS SCHOOLS

DISTRICT: SCISA

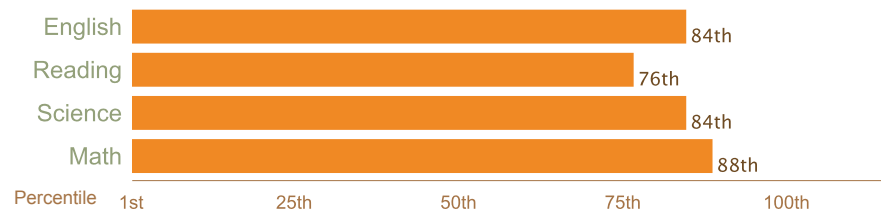
GRADE: 01

TEST DATE: 03/18

[illegible]

Percent in Each			Number of Items	Percent in Each			Clusters	
Below Avg	Avg	Above Avg		Below Avg	Avg	Above Avg		
0	35	65	Mathematics Problem Solving (cont.)				Listening	
0	15	85	P Reasoning & Problem Solving	11	0	35	65	C Vocabulary
5	25	70	Mathematics Procedures	30	0	20	80	C Comprehension
0	35	65	C Number Facts	8	0	35	65	P Initial Understanding
0	15	85	C Computation w/Whole Numbers	22	0	20	80	P Interpretation
0	15	85	P Computation in Context	8	0	25	75	C Literary
0	80	20	P Computation/Symbolic Notation	22	0	20	80	C Informational
10	90	0	Language	40	0	30	70	C Functional
0	100	0	C Capitalization	6	0	60	40	
0	70	30	C Usage	7	0	75	25	
0	35	65	C Punctuation	7	0	25	75	
0	100	0	C Sentence Structure	6	0	20	80	
0	50	50	C Prewriting	5	0	65	35	
0	15	85	C Content and Organization	9	0	20	80	
0	35	65	Spelling	36	0	40	60	
0	40	60	C Sight Words	6	0	50	50	
0	30	70	C Phonetic Principles	23	0	50	50	
0	5	95	C Structural Principles	7	0	70	30	
0	35	65	Environment	40	0	35	65	
0	35	65	C History	5	0	40	60	
0	35	65	C Geography	5	5	60	35	
0	30	70	C Political Science	5	0	40	60	
0	25	75	C Economics	5	10	30	60	
0	25	75	C Economics	5	5	50	45	

NATIONAL PERCENTILE RANK



The ranks show how this group performed in comparison to other grade 3 students in the nation.

For example, if the median English score is at the 84th percentile, the typical student in this group achieved as well as or better than 84% of the students in the nation.

ELA

422

Average Score
Range: 403 - 435

English, Reading and Writing Combined Score

The ELA (English Language Arts) score represents your group's overall performance on the English, reading, and writing tests. The ACT Readiness Benchmark for ELA indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in ELA when they leave high school.

Percent and Count of Students Meeting/Below Benchmark



The ability to communicate thoughts and ideas clearly and to read, understand, and apply critical analysis to a range of texts is foundational to academic success in all subjects.

PROGRESS WITH TEXT COMPLEXITY

67%

Sufficient Progress

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level, sentence structure, and rhetorical structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.

Progress Distribution: Percent and Count



In order to read complex texts, students need reading experiences with increasingly complex texts from a variety of genres across disciplines. Reading routines should include careful reading of challenging texts with a focus on problem-solving unfamiliar language and concepts that are central to the meaning.

STEM

420

Average Score
Range: 400 - 434

Science and Math Combined Score

The STEM (Science, Technology, Engineering, and Math) score represents your group's overall performance on the science and math tests. The ACT Readiness Benchmark for STEM indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in STEM when they leave high school.

Percent and Count of Students Meeting/Below Benchmark

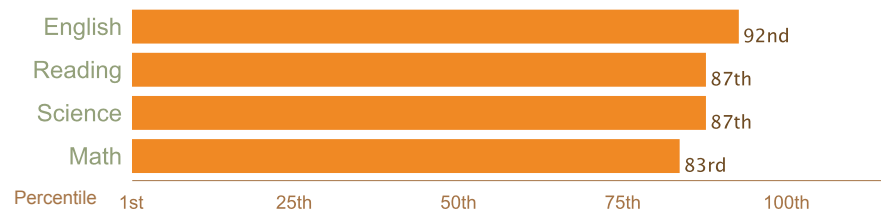


Developing strong science and math skills affords your students the opportunity to take interesting courses and pursue engaging college majors that may lead to rewarding STEM careers in the future.

PROGRESS TOWARD CAREER READINESS

English, reading, science, and math must be tested in the same grade level (grade 8 and above only) to calculate a score.

NATIONAL PERCENTILE RANK



The ranks show how this group performed in comparison to other grade 4 students in the nation.

For example, if the median English score is at the 92nd percentile, the typical student in this group achieved as well as or better than 92% of the students in the nation.

ELA

426

Average
Score
Range: 403 - 436

English, Reading and Writing Combined Score

The ELA (English Language Arts) score represents your group's overall performance on the English, reading, and writing tests. The ACT Readiness Benchmark for ELA indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in ELA when they leave high school.

Percent and Count of Students Meeting/Below Benchmark



The ability to communicate thoughts and ideas clearly and to read, understand, and apply critical analysis to a range of texts is foundational to academic success in all subjects.

PROGRESS WITH TEXT COMPLEXITY

68%

Sufficient
Progress

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level, sentence structure, and rhetorical structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.

Progress Distribution: Percent and Count



In order to read complex texts, students need reading experiences with increasingly complex texts from a variety of genres across disciplines. Reading routines should include careful reading of challenging texts with a focus on problem-solving unfamiliar language and concepts that are central to the meaning.

STEM

422

Average
Score
Range: 400 - 438

Science and Math Combined Score

The STEM (Science, Technology, Engineering, and Math) score represents your group's overall performance on the science and math tests. The ACT Readiness Benchmark for STEM indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in STEM when they leave high school.

Percent and Count of Students Meeting/Below Benchmark

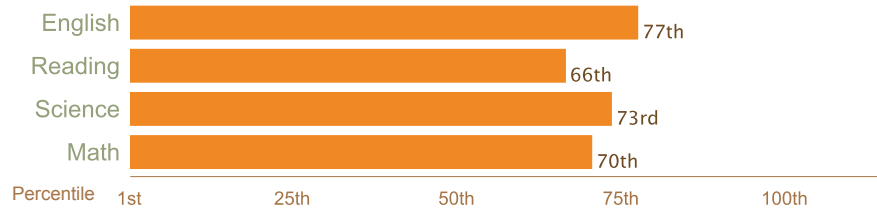


Developing strong science and math skills affords your students the opportunity to take interesting courses and pursue engaging college majors that may lead to rewarding STEM careers in the future.

PROGRESS TOWARD CAREER READINESS

English, reading, science, and math must be tested in the same grade level (grade 8 and above only) to calculate a score.

NATIONAL PERCENTILE RANK



The ranks show how this group performed in comparison to other grade 5 students in the nation.

For example, if the median English score is at the 77th percentile, the typical student in this group achieved as well as or better than 77% of the students in the nation.

ELA

427

Average Score
Range: 403 - 439

English, Reading and Writing Combined Score

The ELA (English Language Arts) score represents your group's overall performance on the English, reading, and writing tests. The ACT Readiness Benchmark for ELA indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in ELA when they leave high school.

Percent and Count of Students Meeting/Below Benchmark



The ability to communicate thoughts and ideas clearly and to read, understand, and apply critical analysis to a range of texts is foundational to academic success in all subjects.

PROGRESS WITH TEXT COMPLEXITY

68%

Sufficient Progress

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level, sentence structure, and rhetorical structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.

Progress Distribution: Percent and Count



In order to read complex texts, students need reading experiences with increasingly complex texts from a variety of genres across disciplines. Reading routines should include careful reading of challenging texts with a focus on problem-solving unfamiliar language and concepts that are central to the meaning.

STEM

422

Average Score
Range: 400 - 442

Science and Math Combined Score

The STEM (Science, Technology, Engineering, and Math) score represents your group's overall performance on the science and math tests. The ACT Readiness Benchmark for STEM indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in STEM when they leave high school.

Percent and Count of Students Meeting/Below Benchmark

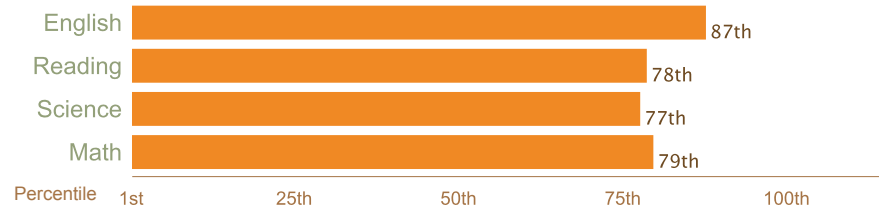


Developing strong science and math skills affords your students the opportunity to take interesting courses and pursue engaging college majors that may lead to rewarding STEM careers in the future.

PROGRESS TOWARD CAREER READINESS

English, reading, science, and math must be tested in the same grade level (grade 8 and above only) to calculate a score.

NATIONAL PERCENTILE RANK



The ranks show how this group performed in comparison to other grade 6 students in the nation.

For example, if the median English score is at the 87th percentile, the typical student in this group achieved as well as or better than 87% of the students in the nation.

ELA

431

Average Score
Range: 403 - 444

English, Reading and Writing Combined Score

The ELA (English Language Arts) score represents your group's overall performance on the English, reading, and writing tests. The ACT Readiness Benchmark for ELA indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in ELA when they leave high school.

Percent and Count of Students Meeting/Below Benchmark



The ability to communicate thoughts and ideas clearly and to read, understand, and apply critical analysis to a range of texts is foundational to academic success in all subjects.

PROGRESS WITH TEXT COMPLEXITY

68%

Sufficient Progress

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level, sentence structure, and rhetorical structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.

Progress Distribution: Percent and Count



In order to read complex texts, students need reading experiences with increasingly complex texts from a variety of genres across disciplines. Reading routines should include careful reading of challenging texts with a focus on problem-solving unfamiliar language and concepts that are central to the meaning.

STEM

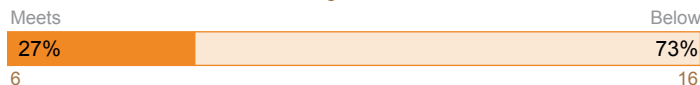
426

Average Score
Range: 400 - 446

Science and Math Combined Score

The STEM (Science, Technology, Engineering, and Math) score represents your group's overall performance on the science and math tests. The ACT Readiness Benchmark for STEM indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in STEM when they leave high school.

Percent and Count of Students Meeting/Below Benchmark

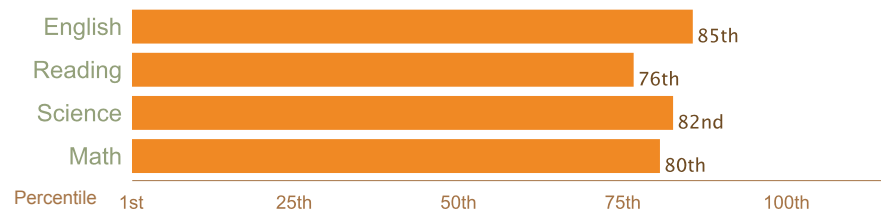


Developing strong science and math skills affords your students the opportunity to take interesting courses and pursue engaging college majors that may lead to rewarding STEM careers in the future.

PROGRESS TOWARD CAREER READINESS

English, reading, science, and math must be tested in the same grade level (grade 8 and above only) to calculate a score.

NATIONAL PERCENTILE RANK



The ranks show how this group performed in comparison to other grade 7 students in the nation.

For example, if the median English score is at the 85th percentile, the typical student in this group achieved as well as or better than 85% of the students in the nation.

ELA

430

Average
Score
Range: 403 - 445

English, Reading and Writing Combined Score

The ELA (English Language Arts) score represents your group's overall performance on the English, reading, and writing tests. The ACT Readiness Benchmark for ELA indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in ELA when they leave high school.

Percent and Count of Students Meeting/Below Benchmark



The ability to communicate thoughts and ideas clearly and to read, understand, and apply critical analysis to a range of texts is foundational to academic success in all subjects.

PROGRESS WITH TEXT COMPLEXITY

64%

Sufficient
Progress

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level, sentence structure, and rhetorical structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.

Progress Distribution: Percent and Count



In order to read complex texts, students need reading experiences with increasingly complex texts from a variety of genres across disciplines. Reading routines should include careful reading of challenging texts with a focus on problem-solving unfamiliar language and concepts that are central to the meaning.

STEM

428

Average
Score
Range: 400 - 448

Science and Math Combined Score

The STEM (Science, Technology, Engineering, and Math) score represents your group's overall performance on the science and math tests. The ACT Readiness Benchmark for STEM indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in STEM when they leave high school.

Percent and Count of Students Meeting/Below Benchmark

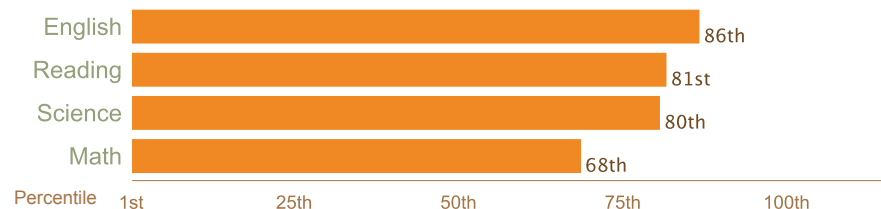


Developing strong science and math skills affords your students the opportunity to take interesting courses and pursue engaging college majors that may lead to rewarding STEM careers in the future.

PROGRESS TOWARD CAREER READINESS

English, reading, science, and math must be tested in the same grade level (grade 8 and above only) to calculate a score.

NATIONAL PERCENTILE RANK



The ranks show how this group performed in comparison to other grade 8 students in the nation.

For example, if the median English score is at the 86th percentile, the typical student in this group achieved as well as or better than 86% of the students in the nation.

ELA

431

Average
Score
Range: 403 - 447

English, Reading and Writing Combined Score

The ELA (English Language Arts) score represents your group's overall performance on the English, reading, and writing tests. The ACT Readiness Benchmark for ELA indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in ELA when they leave high school.

Percent and Count of Students Meeting/Below Benchmark



The ability to communicate thoughts and ideas clearly and to read, understand, and apply critical analysis to a range of texts is foundational to academic success in all subjects.

PROGRESS WITH TEXT COMPLEXITY

94%

Sufficient
Progress

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level, sentence structure, and rhetorical structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.

Progress Distribution: Percent and Count



In order to read complex texts, students need reading experiences with increasingly complex texts from a variety of genres across disciplines. Reading routines should include careful reading of challenging texts with a focus on problem-solving unfamiliar language and concepts that are central to the meaning.

STEM

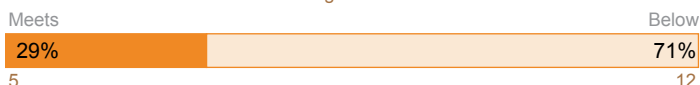
429

Average
Score
Range: 400 - 451

Science and Math Combined Score

The STEM (Science, Technology, Engineering, and Math) score represents your group's overall performance on the science and math tests. The ACT Readiness Benchmark for STEM indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in STEM when they leave high school.

Percent and Count of Students Meeting/Below Benchmark



Developing strong science and math skills affords your students the opportunity to take interesting courses and pursue engaging college majors that may lead to rewarding STEM careers in the future.

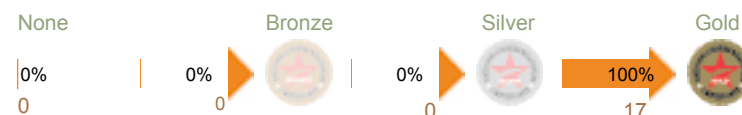
PROGRESS TOWARD CAREER READINESS

431

Average
Composite
Score
Range: 400 - 449

Progress Toward Career Readiness is an early indicator of your group's future achievement on the ACT National Career Readiness Certificate (NCRC). The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. The distribution below shows how your group's ACT Aspire composite scores relate to progress toward a Bronze, Silver or Gold level on the ACT NCRC.

Predicted Career Readiness Distribution: Percent and Count



Learn how NCRC performance relates to job skill requirements:
<http://www.act.org/workkeys/briefs/files/NCRCRequirements.pdf>
This information is not to be considered a substitute for actual performance on the ACT NCRC.

Document D
Compilation, Review or Compliance Audit

Application for Continued Participation
Educational Credit for Exceptional Needs Children (ECENC)
2018-2019

Independent School Name: Cross Schools

An independent school applying for or continuing to participate in the Educational Credit for Exceptional Needs Children Program is required to submit the following information:

"a copy of a compilation, review, or compliance audit of the organization's financial statements as relating to the grants received, conducted by a certified public accounting firm."

By law the compilation, review or compliance audit will be posted online at www.eoc.sc.gov.

Please answer the following questions:

	YES	NO
Did your school receive from Exceptional SC any grants in the prior fiscal year, between July 1, 2017 and June 30, 2018?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If Yes , will your school submit to the EOC a compilation, review, or compliance audit of the school's financial statements as relating to the grants received during the prior fiscal year and conducted by a certified public accounting firm by December 30, 2018 ? Failure to provide the compilation, review or compliance audit will result in your school's removal as an eligible school under the ECENC program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If No , will your school submit to the EOC a compilation, review, or compliance audit of the school's financial statements as relating to the grants received and conducted by a certified public accounting firm by June 30, 2019 to the EOC if you receive grants from Exceptional SC this fiscal year between July 1, 2018 and June 30, 2019? Failure to provide the compilation, review or compliance audit will result in your school's removal as an eligible school under the ECENC program.	<input type="checkbox"/>	<input type="checkbox"/>

CROSS SCHOOLS, INC.

FINANCIAL STATEMENTS

For the year ended May 31, 2018

CROSS SCHOOLS, INC.
Financial Statements
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South Carolina Association of CPAs

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INDEPENDENT ACCOUNTANT'S REVIEW REPORT

To the Board of Trustees
Cross Schools, Inc.
Bluffton, South Carolina

I have reviewed the accompanying financial statements of Cross Schools, Inc. which comprise the statement of financial position as of May 31, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements. A review includes primarily applying analytical procedures to management's financial data and making inquiries of company management. A review is substantially less in scope than an audit, the objective of which is the expression of an opinion regarding the financial statements as a whole. Accordingly, I do not express such an opinion.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement whether due to fraud or error.

Accountant's Responsibility

My responsibility is to conduct the review engagement in accordance with Statements on Standards for Accounting and Review Services promulgated by the Accounting and Review Services Committee of the AICPA. Those standards require me to perform procedures to obtain limited assurance as a basis for reporting whether I am aware of any material modifications that should be made to the financial statements for them to be in accordance with accounting principles generally accepted in the United States of America. I believe that the results of my procedures provide a reasonable basis for my report.

Accountant's Conclusion

Based on my review, I am not aware of any material modifications that should be made to the accompanying financial statements in order for them to be in accordance with accounting principles generally accepted in the United States of America.

Ernest M. Sewell, CPA, PA

November 6, 2018

Cross Schools, Inc.
STATEMENT OF FINANCIAL POSITION
May 31, 2018
See accountant's review report

ASSETS	
Cash and cash equivalents	\$ 225,814.97
Prepaid expenses	36,449.74
Founders circle endowment	1,001.39
Accounts receivable - net of allowance of \$6,459.99	59,988.39
Total current assets	<u>323,254.49</u>
Fixed Assets	
Real property improvements	2,840,038.49
Furniture and equipment	144,295.54
	<u>2,984,334.03</u>
Less accumulated depreciation	<u>(365,113.81)</u>
Net fixed assets	<u>2,619,220.22</u>
Other assets (Note C)	<u>72,834.00</u>
TOTAL ASSETS	<u><u>\$ 3,015,308.71</u></u>
LIABILITIES AND NET ASSETS	
Note payable to bank (Note C)	\$ 2,507,156.88
Accounts payable and accrued expenses	155,201.23
Prepaid tuition and fees	201,100.00
TOTAL LIABILITIES	<u>2,863,458.11</u>
NET ASSETS	
Unrestricted	54,192.99
Temporarily restricted (Note F)	97,657.61
TOTAL NET ASSETS	<u>151,850.60</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 3,015,308.71</u></u>

The accompanying notes are an integral part of these financial statements

Cross Schools, Inc.
STATEMENT OF ACTIVITIES
For the year ended May 31, 2018
See accountant's review report

UNRESTRICTED NET ASSETS

Support

Program services income	\$ 3,875,811.59
Less financial aid and discounts	(333,067.46)
Contributions received	288,376.65
Interest income	1,644.35
TOTAL UNRESTRICTED SUPPORT	<u>3,832,765.13</u>

Net assets released from restrictions	<u>90,823.81</u>
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TOTAL UNRESTRICTED SUPPORT AND NET ASSETS RELEASED FROM RESTRICTIONS	<u>3,923,588.94</u>
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Expenses

Program	3,546,422.59
General and administrative	259,514.41
Fundraising	41,591.61
TOTAL EXPENSES	<u>3,847,528.61</u>

INCREASE IN UNRESTRICTED NET ASSETS	<u>76,060.33</u>
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TEMPORARILY RESTRICTED NET ASSETS (Note F)

Contributions and other increases	105,928.42
Net assets released from restrictions	(90,823.81)
INCREASE IN TEMPORARILY RESTRICTED NET ASSETS	<u>15,104.61</u>

INCREASE IN NET ASSETS	91,164.94
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NET ASSETS, beginning of the year	<u>60,685.66</u>
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NET ASSETS, end of the year	<u><u>\$ 151,850.60</u></u>
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The accompanying notes are an integral part of these financial statements

Cross Schools, Inc.
STATEMENT OF CASH FLOWS
For the year ended March 31, 2018
See accountant's review report

CASH FLOWS FROM OPERATING ACTIVITIES:

Increase in net assets	\$ 91,164.94
Adjustment to reconcile increase in net assets to net cash provided by operating activities:	
Depreciation	64,648.00
Increase in accounts receivable	(52,793.39)
Increase in prepaid expenses	(21,550.74)
Decrease in accounts payable	(8,800.56)
Increase in accrued expenses	(13,238.16)
Decrease in prepaid tuition and fees	38,992.00

NET CASH PROVIDED BY OPERATING ACTIVITIES 98,422.09

CASH FLOWS FROM INVESTING ACTIVITIES:

Additions to fixed assets (Note E)	<u>-</u>
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CASH FLOWS FROM FINANCING ACTIVITIES:

Proceeds from refinancing bank note payable (Note C)	2,540,000.00
Payoff at maturity of bank note payable	(2,474,970.57)
Loan refinancing and closing costs paid (Note C)	(72,834.00)
Total monthly principal repayments on bank notes payable	<u>(56,553.55)</u>

NET CASH USED BY FINANCING ACTIVITIES (64,358.12)

NET INCREASE IN CASH AND CASH EQUIVALENTS 34,063.97

CASH AND CASH EQUIVALENTS, beginning of year 191,751.00

CASH AND CASH EQUIVALENTS, end of year \$ 225,814.97

SUPPLEMENTAL INFORMATION:

Interest paid on bank notes payable	<u>\$ 119,662.88</u>
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The accompanying notes are an integral part of these financial statements

Cross Schools, Inc.
NOTES TO FINANCIAL STATEMENTS
May 31, 2018
See Accountant's Review Report

NOTE A - NATURE OF ACTIVITIES AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

CROSS SCHOOLS, INC. (the School) is a non-profit US corporation incorporated in South Carolina on July 15, 1998. The School is located on Buckwalter Parkway in Bluffton, South Carolina and operates a private preschool, elementary and middle school program with accreditation through the South Carolina Independent School Association. The schools primary source of revenue is tuition. Student enrollment during the May 31, 2018 fiscal year was just in excess of 400 students.

Basis of accounting

The financial statements of the School have been prepared using the accrual method of accounting.

Basis of presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board (FASB) in its Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Organization*. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets; temporarily restricted net assets and permanently restricted net assets. Currently, the School has no permanently restricted net assets.

Net assets transferred and released from restrictions

Contributions received are recorded as increases in either unrestricted or temporarily restricted net assets, depending on the existence and/or nature of any donor restrictions. When a restriction is satisfied through payment of a stipulated expenditure, temporarily restricted net assets are reclassified to unrestricted net assets and are reported in the statement of activities as "net assets transferred and released from restrictions".

Contributed services

The School receives a substantial amount of services donated by its members in carrying out the School's ministry. No amounts have been reflected in the financial statements for those services since they do not meet the criteria for recognition under SFAS No. 116, *Accounting for Contribution Received and Contributions Made*.

Income taxes

The School is exempt from federal and state income taxes under Internal Revenue Code Section 501(c) (3).

Fixed Assets

The School's fixed assets are comprised of real property improvements, furnishings and equipment. These assets are reported at cost and are depreciated over their estimated useful lives using the straight-line method. Repair and maintenance costs associated with fixed assets is expensed during the year incurred.

Cash and cash equivalents

Cash and cash equivalents include all monies in banks, CDs and money market funds with maturity dates of less than three months. The carrying value of cash and cash equivalents approximates fair value because of the short maturities of those financial instruments.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Cross Schools, Inc.
NOTES TO FINANCIAL STATEMENTS (continued)
May 31, 2018
See Accountant's Review Report

NOTE B - CASH

Cash and cash equivalents held by the School at May 31, 2018 includes deposits held at a single financial institution totaling \$ 225,814.97. This amount is not in excess of the total amount (\$250,000.00) insured by the FDIC.

NOTE C – NOTE PAYABLE TO BANK

Note payable to bank at May 31, 2018 consisted of the following:

Refinancing bank note dated October 20, 2017 in the original amount of \$2,540,000.00. This note is due in fixed monthly principal installments of \$14,555.00 including fixed interest of 4.93% over a 10 year period with a final balloon installment of approximately \$1,896,857.00 due September 20, 2027. This note is collateralized by a mortgage on the School's real property improvements. \$ 2,507,156.88

Future minimum annual maturities of principal in the aggregate on the above note over the following five years and thereafter are as follows:

<u>Year ending:</u>	<u>Principal maturities:</u>
May 31, 2019	\$ 52,226.78
May 31, 2020	54,860.56
May 31, 2021	57,627.12
May 31, 2022	60,533.25
May 31, 2023	63,585.89
May 31, 2024 and thereafter	<u>2,218,323.28</u>
Total	\$ 2,507,156.88

The School incurred a total of \$72,834.00 in loan refinancing and loan closing costs related to the above refinancing loan as well as to a \$7,500,000.00 construction loan dated October, 2017. The construction loan is associated with the expansion of the School's campus on Buckwalter Parkway (aka the Phase III expansion). The construction loan itself is in the name of and is being administered by a related development entity (see Note E).

NOTE D - REAL PROPERTY LEASE AGREEMENTS

The School leases all of the real estate and much of the real property improvements used in its operations from the Church of the Cross, Inc., an Anglican Church within the Diocese of SC. The lease agreements are dated December 27, 2006 and February, 2014 and call for monthly lease payments of not less than \$8,500.00 plus reimbursement of various operating costs and expenses associated with the property. The agreements expiration dates are May 31, 2047 with options to renew. Monthly lease payments exclusive of operating cost reimbursements under these agreements during the year ended May 31, 2018 totaled \$204,000.00.

NOTE E – RELATED PARTIES

The School is related through close association and common members with two other nonprofit organizations with which it conducts business. One of these is an Anglican Church from which the School leases and with which it shares its real property (Note D). The second is a nonprofit real estate development and holding company which is assisting the School and the Church with fundraising and with the acquisition and development of real property for the expansion and growth of their respective ministries.

Cross Schools, Inc.
NOTES TO FINANCIAL STATEMENTS (continued)
May 31, 2018
See Accountant's Review Report

NOTE E – RELATED PARTIES (continued)

The School is currently involved in a fund raising and development campaign with these organizations. During October, 2017 the School incurred a total of \$53,619.00 in loan closing costs related to a \$7,500,000.00 construction loan being administered on its behalf by the aforementioned related entities.

NOTE F – TEMPORARY RESTRICTIONS ON NET ASSETS

Net assets with donor and/or Board imposed restrictions totaled \$ 97,657.61 as of May 31, 2018. This amount represents the balances remaining at May 31, 2018 of funds received during the current and prior years restricted by either the donor or the Board for expenditures related to the specific purposes for which the funds were established. As of May 31, 2018 temporarily restricted net assets are available for the following purposes:

Focus fund	\$ 66,195.95
Middle school fundraising	5,919.92
Booster club	8,699.91
Faith Foundation fund	7,263.12
Family Chapel	2,462.84
Library fund	2,620.62
Other miscellaneous funds	<u>4,495.25</u>
Total	97,657.61

NOTE G – EMPLOYEE BENEFIT PLANS

The School offers its employees the opportunity for participation in a contributory retirement plan also known as a Simple retirement plan under the US Internal Revenue Code. The School matches employee contributions up to a percentage of the participating employees' gross wages per year. The matching expense to the School for the year ended May 31, 2018 was \$39,759.98.

NOTE H – EQUIPMENT LEASE AGREEMENTS

The School leases office and computer equipment under two non-cancellable lease agreements calling for monthly payments of \$691.77 and \$462.16. Lease expense under these two agreements for the year ended May 31, 2018 totaled \$11,771.85. Future required minimum annual lease payments are as follows:

May 31, 2019	\$ 12,460.68
May 31, 2020	8,301.24
May 31, 2021	<u>2,075.31</u>
Total	22,837.23

NOTE I - FUNCTIONAL ALLOCATION OF EXPENSES

School operating expenses have been classified on a functional basis (either as program services, general and administrative, or fundraising) in the Statement of Activities. Expenses have been allocated between these categories using an estimate of greatest benefit provided.

NOTE J – EVALUATION OF SUBSEQUENT EVENTS

The School has evaluated subsequent events through November 6,, 2018 the date on which the financial statements were available to be issued.