



Cheraw Intermediate

421 Chesterfield Highway
Cheraw, SC 29520

Grades	3-5 Elementary School	
Enrollment	569 Students	
Principal	Scott Eddins	843-921-1030
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	843-623-6768

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Good	At-Risk

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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

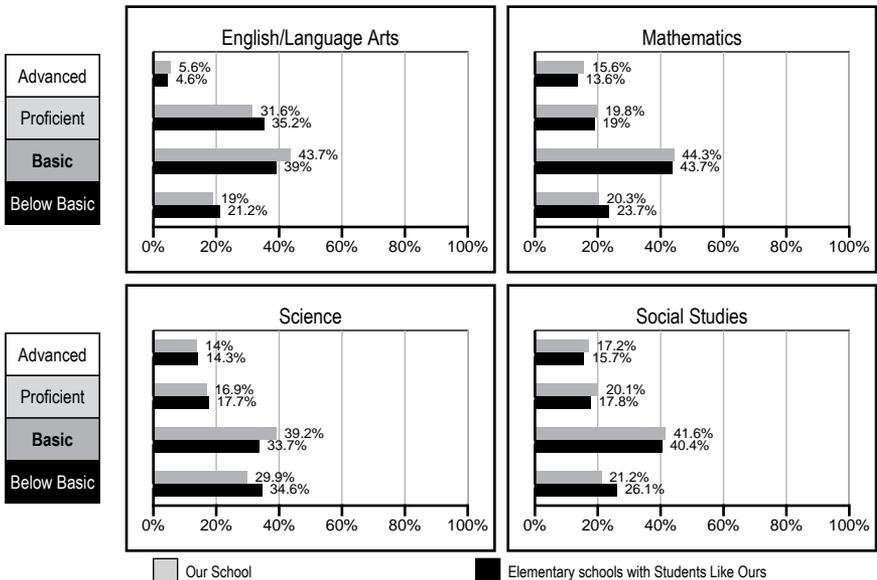
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	48	34	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=569)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.2%	Down from 2.6%	2.9%	2.3%
Attendance rate	96.8%	Up from 96.4%	96.2%	96.3%
Eligible for gifted and talented	9.7%	Down from 10.5%	9.7%	10.4%
With disabilities other than speech	12.1%	Down from 12.6%	8.5%	7.5%
Older than usual for grade	1.2%	No Change	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	74.4%	Up from 70.0%	57.8%	56.7%
Continuing contract teachers	97.4%	Up from 92.5%	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.6%	Down from 93.3%	87.2%	86.4%
Teacher attendance rate	93.4%	Down from 95.7%	94.8%	94.9%
Average teacher salary	\$47,687	Up 4.4%	\$45,354	\$45,345
Professional development days/teacher	16.8 days	Up from 14.0 days	12.5 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.8 to 1	18.5 to 1	18.5 to 1
Prime instructional time	88.0%	Down from 89.3%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,790	Up 6.9%	\$6,887	\$7,052
Percent of expenditures for instruction*	72.7%	Down from 75.4%	68.5%	69.1%
Percent of expenditures for teacher salaries*	67.5%	Down from 70.2%	64.9%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2007/2008 school year at Cheraw Intermediate School (CIS) has been inundated with events and activities to motivate, stimulate, and encourage learning. With the support of our parents and business partners, our students have had the opportunity to participate in various innovative learning strategies incorporating technology and the arts, service projects, and numerous extra-curricular events. This variety of experiences has produced exceptional student achievement.

I commend the business partners of CIS for their generous financial support - with donations totaling over \$16,000 dollars for our arts and technology initiatives. These contributions have been merged with funds received from the school's Title I budget, the PTO, the Distinguished Arts Program Grant, and the SC Arts Commission. Then the funds have been used to purchase Promethean Boards and arts-related services, materials, and equipment.

CIS has been infused with technology; twenty-eight Promethean Boards were installed in classrooms across the school. These boards mesmerize the students with interactive games, dynamic graphics, video streaming, and commercial as well as teacher-made flip charts. They are an effective and efficient teaching tool that is revolutionizing the classroom and increasing student success.

As an Arts in Basic Curriculum (ABC) school, we recognize the potential the arts have to augment student learning. Our students have received choral music instruction as well as instrumental instruction in the piano keyboard lab. The new dance studio, with its wooden sprung floor and wall of mirrors, furnished the perfect setting for dance instruction. An artist-in-residency was provided for each grade level: sweetgrass basket weaving (3rd), African drumming and dance (4th), and Adventures in Rhythm (5th). Sally Kate Palmer, SC author, visited the school to share her books about South Carolina and inspire the children to become better writers. Students were also entertained by Bright Star Children's Theatre performances of The Legend of Sleepy Hollow and Heroes of the Underground Railroad. Extra curricular activities included student participation in chorus, drama club, the Dance Team, and the Green Team. Through emphasizing the arts in the core subject areas and increasing exposure to the various forms of art, we have experienced a higher attendance rate and reduced office referrals. We have also observed improved self-esteem and self-confidence among our students, which contributed to more school spirit. The attributes of the arts have helped penetrate many barriers to learning.

Our 2007 PACT scores are evidence of the success our students have enjoyed through the combined efforts of the students, staff, parents, and community. Our third grade class had a higher percentage of students scoring basic and above than the district percentage in all areas - English Language Arts (ELA), math, science and social studies - and scored higher than the state average in ELA and social studies. Our fourth grade students scored higher than the district in ELA, math, and science and higher than the state in ELA. The fifth graders scored higher than the district in ELA and math. As a team, we are truly "Champions of Education!"

Scott Eddins, Principal
Michele Davis, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	199	114
Percent satisfied with learning environment	97.5%	87.8%	93.7%
Percent satisfied with social and physical environment	100.0%	84.9%	90.0%
Percent satisfied with school-home relations	97.6%	91.4%	89.2%

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

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School Adequate Yearly Progress

NO

This school met 18 out of 21 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

Restructure

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 and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	14.1%	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT 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 = 58.8% (Proficient and Advanced)

All Students	566	100	18.7	42.8	31.1	7.4	52	42.6	48.2	Yes	Yes
Gender											
Male	263	100	25.9	39	29.1	6	47.8	35.9	41.7	N/A	N/A
Female	303	100	12.5	46	32.9	8.7	55.7	49.6	55	N/A	N/A
Racial/Ethnic Group											
White	273	100	9.1	38.8	41.1	11	65.4	53.3	60	Yes	Yes
African American	276	100	29	46.6	21.4	3.1	38.2	28.2	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	86.7	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	77	100	46.7	29.3	10.7	13.3	29.3	12.8	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	9.1	27.3	36.4	27.3	72.7	30.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	370	100	25	44.7	26.1	4.2	42.1	31.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	566	100	20	43.5	20.2	16.3	50	41.8	45.8	Yes	Yes
Gender											
Male	263	100	21.1	40.2	21.5	17.1	50.6	39.9	45.6	N/A	N/A
Female	303	100	19	46.4	19	15.6	49.5	43.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	273	100	9.1	41.1	23.6	26.2	65.4	54	59	Yes	Yes
African American	276	100	31.7	46.9	16	5.3	32.8	25.4	26.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	86.7	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	23.7	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	77	100	49.3	29.3	10.7	10.7	25.3	15.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	9.1	18.2	27.3	45.5	81.8	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	370	100	26.7	46.9	16.9	9.6	40.2	31.4	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT 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*	School Attendance Rate	District Attendance Rate
Science											
All Students	367	100	29.3	38.5	16.5	15.7	32.2	31.1	35.7	96.8	95.7
Gender											
Male	172	100	32.5	33.1	19.6	14.7	34.4	31.7	37.4	96.5	95.5
Female	195	100	26.6	43.1	13.8	16.5	30.3	30.6	33.8	97	95.9
Racial/Ethnic Group											
White	179	100	14.4	38.5	20.7	26.4	47.1	42	49.2	96.2	95.4
African American	180	100	45	39.6	10.7	4.7	15.4	16.7	17	97.3	96.1
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	90.9	58	98.7	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	11.1	24.9	98.7	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.7	95.4
Disability Status											
Disabled	50	100	61.2	14.3	10.2	14.3	24.5	11.3	14	96	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	18.2	24.4	98.7	96.7
Socio-Economic Status											
Subsided meals	238	100	37.8	37.8	15.7	8.7	24.3	22.3	21.1	96.5	95.3
Social Studies											
All Students	367	100	20.9	40.7	20.9	17.5	38.4	30.3	34	96.8	95.7
Gender											
Male	165	100	21.5	40.5	20.3	17.7	38	31.7	36.6	96.5	95.5
Female	202	100	20.4	40.8	21.5	17.3	38.7	28.8	31.3	97	95.9
Racial/Ethnic Group											
White	176	100	13.1	36.3	25.6	25	50.6	39.9	44.5	96.2	95.4
African American	179	100	29.8	44.4	15.8	9.9	25.7	17.5	19.1	97.3	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.7	96.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	17.1	27.5	98.7	96
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.7	95.4
Disability Status											
Disabled	49	100	37.5	33.3	18.8	10.4	29.2	13.8	14.4	96	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	98.7	96.7
Socio-Economic Status											
Subsided meals	238	100	25.4	44.3	20.2	10.1	30.3	21.3	21	96.5	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	169	100	15.2	36	40.2	8.5	48.8	
	4	195	100	21.1	37.4	37.9	3.7	41.6	
	5	197	100	31.5	42.4	21.7	4.3	26.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	186	100	12.2	45.3	29.8	12.7	42.5	
	4	171	100	14.7	41.7	39.9	3.7	43.6	
	5	209	100	28.1	41.3	25	5.6	30.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	169	100	23.8	47	21.3	7.9	29.3	
	4	195	100	25.8	42.1	17.4	14.7	32.1	
	5	197	100	27.7	41.8	18.5	12	30.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	186	100	23.2	47.5	12.2	17.1	29.3	
	4	171	100	18.4	39.3	23.3	19	42.3	
	5	209	100	18.4	43.4	25	13.3	38.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	85	100	35.8	35.8	17.3	11.1	28.4	
	4	195	100	36.7	29.8	22.3	11.2	33.5	
	5	100	100	50.6	33.7	9	6.7	15.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	93	100	26.4	48.4	15.4	9.9	25.3	
	4	170	100	29.6	38.3	18.5	13.6	32.1	
	5	104	100	31.6	29.6	14.3	24.5	38.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	86	100	9.9	49.4	27.2	13.6	40.7	
	4	195	100	29.8	41.5	18.6	10.1	28.7	
	5	102	100	42.2	43.3	5.6	8.9	14.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	93	100	16.7	46.7	18.9	17.8	36.7	
	4	169	100	17.4	39.1	22.4	21.1	43.5	
	5	105	100	30.6	37.8	20.4	11.2	31.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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