



CHERAW INTERMEDIATE

421 Chesterfield Highway
Cheraw, SC 29520

Grades	3-5 Elementary School	
Enrollment	576 Students	
Principal	Scott Eddins	843-921-1030
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad L. Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk

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 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://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

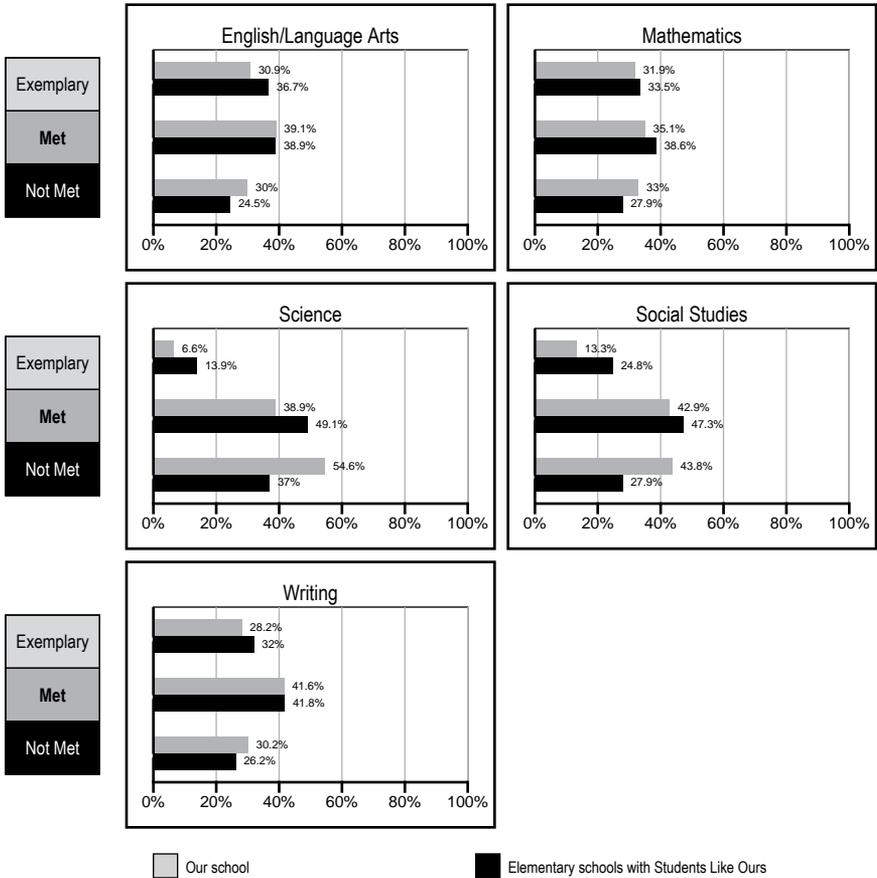
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	24	84	9	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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=576)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.6%	Up from 1.4%	1.4%	1.1%
Attendance rate	96.0%	Down from 96.9%	96.0%	96.2%
Served by gifted and talented program	11.6%	Up from 10.2%	11.6%	13.4%
With disabilities other than speech	8.9%	Down from 12.3%	5.1%	4.1%
Older than usual for grade	1.2%	Down from 1.5%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	75.0%	Up from 72.2%	60.5%	62.5%
Continuing contract teachers	97.2%	No Change	90.0%	88.2%
Teachers returning from previous year	93.4%	Up from 93.2%	88.1%	87.8%
Teacher attendance rate	93.9%	Down from 94.8%	95.1%	95.2%
Average teacher salary*	\$48,927	Up 0.4%	\$46,613	\$46,773
Professional development days/teacher	15.7 days	Up from 8.8 days	11.3 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 20.2 to 1	19.5 to 1	19.9 to 1
Prime instructional time	86.5%	Down from 90.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Good	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$6,126	Down 10.3%	\$7,471	\$7,447
Percent of expenditures for instruction**	70.1%	Down from 72.6%	67.4%	68.4%
Percent of expenditures for teacher salaries**	68.9%	Up from 67.4%	64.7%	65.8%

* 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

Report of Principal and School Improvement Council

The 2010/2011 school year at Cheraw Intermediate School (CIS) was another year filled with events and activities to motivate, stimulate, and encourage learning. Our students had the opportunity to participate in various learning opportunities involving reading, the arts, service projects, and extra-curricular events. This variety of experiences produced exceptional student achievement.

CIS continued to provide a workshop approach to improve reading and writing instruction for all students. Teachers were involved in extensive professional development to learn strategies to effectively facilitate reader workshop. With PTO providing additional funds for teachers to purchase books for classroom libraries, we added more variety to appeal to children's interests and to meet their varying reading levels. As a culminating event to celebrate our students' reading achievements, all students attended the Read In at Arrowhead Park. The Read In's central focus involved parents, community members, and school and district staff sharing their favorite stories and books but also included the following student activities: skits and songs, a book parade with student-made posters, and literature-based trivia questions.

As an arts integrated school, we recognized the potential the arts have to augment student achievement, generate school spirit, and create excitement for learning. In addition to receiving instruction in art, music, and physical education, our students participated in many arts-related clubs: interpretative movement, drama, chorus, drawing, sculpture, guitar, steel drums, photography, and cheerleading. (Other clubs not directly related to the arts were intra-murals, running, and math teams.) Many of these clubs practiced and performed routines for the spring PTO Meetings. Teachers also utilized the arts to help the students learn content and standards. Art strategies were incorporated into classroom lessons to stimulate interest and engage the students in the learning. Our third grade students performed the South Carolina History Play, a teacher-written play which specifically reviewed the third grade social studies standards. Our children were also entertained by country/pop musician Karla Davis as a prelude to the town's jazz festival.

Our students' accomplishments included academic and artistic recognition. According to No Child Left Behind standards requiring 58.8% of students to meet or exceed standard in ELA and 57.8% in math on the PASS test, CIS met 20 of 21 AYP objectives. During the school year, we had an additional 17 students qualify for ALPHA (the gifted and talented program) and 70 fourth and fifth grade students inducted in the National Elementary Honor Society. These represented academic excellence, but our students also were winners of the Superintendent's Writing Award and the Superintendent's Art Award from all elementary students across the district. We were so proud of these endeavors.

As we celebrate these accomplishments, we acknowledge the dedication and contributions of our students, staff, parents, community members, and business partners and look forward to continued success.
 Scott Eddins, Principal Eric Forman, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	198	98
Percent satisfied with learning environment	78.4%	83.8%	81.4%
Percent satisfied with social and physical environment	94.4%	81.5%	85.7%
Percent satisfied with school-home relations	88.9%	84.8%	80.2%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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

R

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	567	100	29	38	33	79.7	79.1	82.4	Yes	Yes
Gender										
Male	287	100	32.4	36.3	31.3	78.1	74.8	78.7	N/A	N/A
Female	280	100	25.6	39.6	34.8	81.5	83.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	254	100	14.6	37.2	48.2	88.7	85.9	88.9	Yes	Yes
African American	304	100	41.4	38.7	19.9	72.3	69.7	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	82	100	61.3	13.8	25	40	43.3	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	417	100	35.6	39.8	24.6	74.6	74.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	567	100	31.9	34.7	33.4	76.1	79.8	81.9	Yes	Yes
Gender										
Male	287	100	32.7	31.7	35.6	74.8	76.6	79.9	N/A	N/A
Female	280	100	31.1	37.8	31.1	77.4	83.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	254	100	16.2	35.6	48.2	88.3	87.1	88.9	Yes	Yes
African American	304	100	45.5	34.2	20.2	65.8	69.4	71.4	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	100	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.9	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	82	100	61.3	15	23.8	45	40.8	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	83.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	417	100	39.1	36.3	24.6	70.1	75.3	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	375	100	52.8	38.4	8.8	47.2	60.6	68.6
Gender								
Male	182	100	50.6	38.1	11.4	49.4	61.2	68.3
Female	193	100	54.8	38.7	6.5	45.2	60.1	68.9
Racial/Ethnic Group								
White	170	100	32.3	53	14.6	67.7	73.9	80.7
African American	198	100	70.2	26.2	3.7	29.8	43	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	76.9	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	54.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	62	100	67.2	16.4	16.4	32.8	32.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	57.7	60.7
Socio-Economic Status								
Subsidized meals	280	100	61.5	33	5.6	38.5	53.2	57.3
Social Studies								
All Students	366	100	42.8	42.8	14.4	57.2	64.8	72.5
Gender								
Male	187	100	43.3	42.8	13.9	56.7	64.3	72
Female	179	100	42.2	42.8	15	57.8	65.3	73.1
Racial/Ethnic Group								
White	161	100	27.7	52.8	19.5	72.3	72.7	81
African American	200	100	56.1	34.4	9.5	43.9	54	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.3	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.5	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	53	100	54.9	33.3	11.8	45.1	37.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	63.2	69.7
Socio-Economic Status								
Subsidized meals	276	100	51.5	40.2	8.3	48.5	58.5	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	219	95.9	30.2	41.6	28.2	69.8	67	73.2	96	95.6
Gender										
Male	113	94.7	36.5	41.3	22.1	63.5	61.3	67.2	96.1	95.6
Female	106	97.2	23.5	41.8	34.7	76.5	72.7	79.4	95.8	95.6
Racial/Ethnic Group										
White	103	94.2	20.4	40.9	38.7	79.6	76.4	81.5	95.4	95.1
African American	113	97.4	39.6	41.5	18.9	60.4	54.3	61.3	96.6	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	97	98.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.5	66.7	92.8	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	93.5	93.5
Disability Status										
Disabled	27	66.7	N/AV	N/AV	N/AV	17.6	18.4	26	95.3	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	57.1	65.7	97.4	97
Socio-Economic Status										
Subsidized meals	155	95.5	36.9	40.4	22.7	63.1	60.4	63.2	95.9	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	174	100	30.4	30.4	39.3	69.6
	4	225	100	27.1	39.9	33	72.9
	5	178	100	24.4	41.9	33.7	75.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	172	100	28	31	41.1	72
	4	176	100	32	37.9	30.2	68
	5	219	100	27.5	43.6	28.9	72.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	174	100	39.9	29.2	31	60.1
	4	225	100	24.3	44	31.7	75.7
	5	178	100	28.5	41.9	29.7	71.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	172	100	33.3	27.4	39.3	66.7
	4	176	100	32	38.5	29.6	68
	5	219	100	30.8	37.4	31.8	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	87	100	70.2	16.7	13.1	29.8
	4	225	100	44.5	47.2	8.3	55.5
	5	90	96.7	47.6	42.9	9.5	52.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	89	100	56.3	28.7	14.9	43.7
	4	175	100	51.8	42.9	5.4	48.2
	5	111	100	51.4	39.3	9.3	48.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	89	98.9	40	47.1	12.9	60
	4	225	100	32.1	50.5	17.4	67.9
	5	90	97.8	51.2	31.4	17.4	48.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	83	100	43.2	35.8	21	56.8
	4	174	100	37.7	49.7	12.6	62.3
	5	109	100	50.5	37.1	12.4	49.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	171	97.7	43.3	35.4	21.3	56.7
	4	225	97.8	30.7	40.5	28.8	69.3
	5	180	94.4	22.6	47	30.5	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	219	95.9	30.2	41.6	28.2	69.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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