



## Cheraw Intermediate School

421 Chesterfield Hwy  
Cheraw, SC 29520

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	506 Students	
<b>Principal</b>	Scott Eddins	843-921-1030
<b>Superintendent</b>	Dr. J. Harrison Goodwin	843-623-2175
<b>Board Chair</b>	Mr. James N. Sweeney	843-537-4663

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Average</b>
2011	Average	Below Average
2010	Average	Average
2009	Average	Average
2008	Average	Below Average

## 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://www.eoc.sc.gov>

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

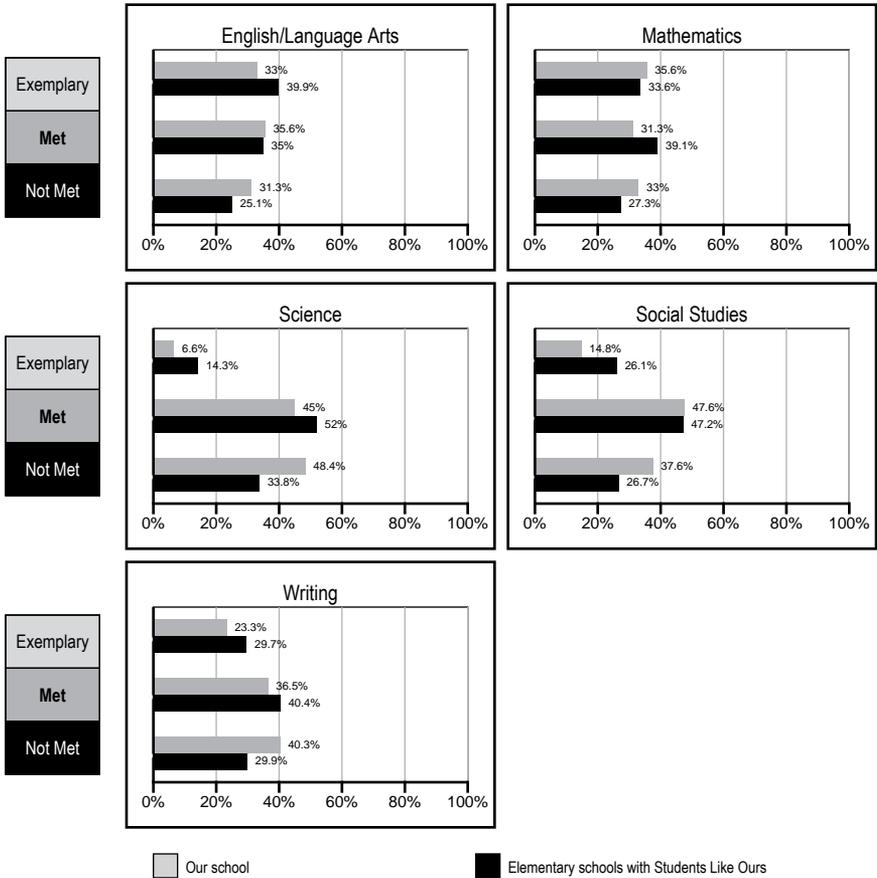
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.6%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
16	32	76	7	0

\* Ratings are calculated with data available by 11/07/2012.

**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
<b>Students (n=506)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.4%	Down from 1.6%	1.2%	1.0%
Attendance rate	96.6%	Up from 96.0%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	74.3%	Down from 75.0%	61.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	90.6%	Down from 93.4%	89.4%	88.7%
Teacher attendance rate	93.2%	Down from 93.9%	94.9%	95.1%
Average teacher salary*	\$48,731	Down 0.4%	\$47,279	\$47,210
Professional development days/teacher	16.8 days	Up from 15.7 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.6 to 1	20.0 to 1	20.0 to 1
Prime instructional time	87.8%	Up from 86.5%	89.9%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,574	Up 7.3%	\$7,290	\$7,247
Percent of expenditures for instruction**	70.5%	Up from 70.1%	67.7%	68.2%
Percent of expenditures for teacher salaries**	67.7%	Down from 68.9%	65.0%	65.7%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2012/2013 school year at Cheraw Intermediate School (CIS) was yet another year filled with events and activities developed 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 growth and achievement.

The students' accomplishments included academic and artistic recognition. Even though CIS did not meet all its Adequate Yearly Progress (AYP) objectives required by No Child Left Behind, the students performed well in reading and math. Using the AYP calculations, the percentage of students scoring met or exemplary in ELA was 79.7% and 76.1% in math. (Our third grade scores helped Cheraw Primary meet its AYP requirements.) We also had 16 newly identified students qualify for ALPHA, the gifted and talented program, and 50 fourth and fifth grade students inducted into the National Elementary Honor Society. In addition to academic excellence, our students were also successful in the arts. Makayla Kohrell won the Superintendent's Art Award for all the elementary students from across the district, and Rebecca Williams received an honorable mention. We were so proud of these endeavors.

CIS strived to improve its reading and writing instruction. Teachers were involved in extensive professional development to learn strategies to effectively facilitate reader/writer workshop. This year's reading emphasis was for students to build reading stamina, develop fluency, and increase comprehension. This was accomplished through providing longer periods of time to read "just right" books, books selected by the students on the topic of their choice and level. To celebrate the students' reading achievements, all attended the Read In at Arrowhead Park. The Read In's central focus was for parents, community members, and school/district staff to share their favorite stories and books, but it also included fun activities like skits and songs, a book parade with student-made posters, and literature-based trivia questions. This was a great time to celebrate the reading accomplishments.

CIS also recognized the potential the arts have to augment student achievement, generate school spirit, and create excitement for learning. Knowing the benefits of a strong arts' program, Mr. Davis, the music teacher, was inspired to complete the Arts in Basic Curriculum application (ABC); consequently, CIS regained its status as an ABC site. Beyond instruction in the art and music classrooms, our students also had the opportunity to participate in various art clubs like chorus, art, guitar, and steel drums. These clubs performed for the student body and the parents. The chorus, under the direction of Mr. Davis and Ms. Powers, worked with the Baillie Players, a professional touring theatre company on the South Carolina artist in residency roster, to present the "Wizard of Oz". The steel drums' club along with guitar club combined to form a small orchestra and conducted a mini-symphony.

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	30	154	99
Percent satisfied with learning environment	93.3%	87.0%	91.8%
Percent satisfied with social and physical environment	100.0%	90.2%	93.9%
Percent satisfied with school-home relations	100.0%	87.7%	89.7%

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

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## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>85.6</b>
<b>Overall Grade Conversion</b>	<b>B</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Cheraw Intermediate School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	7.1%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	645.6	646.6	601.4	615.6	99.8	99.8
Male	639.7	643.9	601.8	617.0	100.0	100.0
Female	651.1	649.1	601.0	614.3	99.6	99.6
White	665.8	672.1	623.7	632.0	100.0	100.0
African American	629.5	626.4	584.9	602.8	99.6	99.6
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	596.5	587.8	559.9	572.1	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	634.3	634.2	589.8	604.6	99.7	99.7
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2011</b>	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
<b>2012</b>	3	156	100	30.2	24.2	45.6	69.8
	4	180	99.4	26.8	38.7	34.5	73.2
	5	179	100	34.1	42.1	23.8	65.9
	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
<b>Mathematics</b>							
<b>2011</b>	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
<b>2012</b>	3	156	100	31.5	24.8	43.6	68.5
	4	180	99.4	28	36.3	35.7	72
	5	179	100	37.8	32.9	29.3	62.2
	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
<b>Science</b>							
<b>2011</b>	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
<b>2012</b>	3	79	98.7	60	29.3	10.7	40
	4	180	99.4	36.3	56	7.7	63.7
	5	94	97.9	55.8	34.9	9.3	44.2
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2011</b>	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
<b>2012</b>	3	77	98.7	40.5	40.5	18.9	59.5
	4	180	99.4	25.6	58.3	16.1	74.4
	5	86	98.8	59	32.1	9	41
	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
<b>Writing</b>							
<b>2011</b>	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
<b>2012</b>	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	180	91.1	40.3	36.5	23.3	59.7
	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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