



Cheraw Intermediate School

421 Chesterfield Hwy
Cheraw, SC 29520

Grades	3-5 Elementary School	
Enrollment	491 Students	
Principal	Scott Eddins	843-921-1030
Superintendent	J. Harrison Goodwin, Ed. D.	843-623-2175
Board Chair	James N. Sweeney	843-537-4663

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Below Average
2010	Average	Average
2009	Average	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

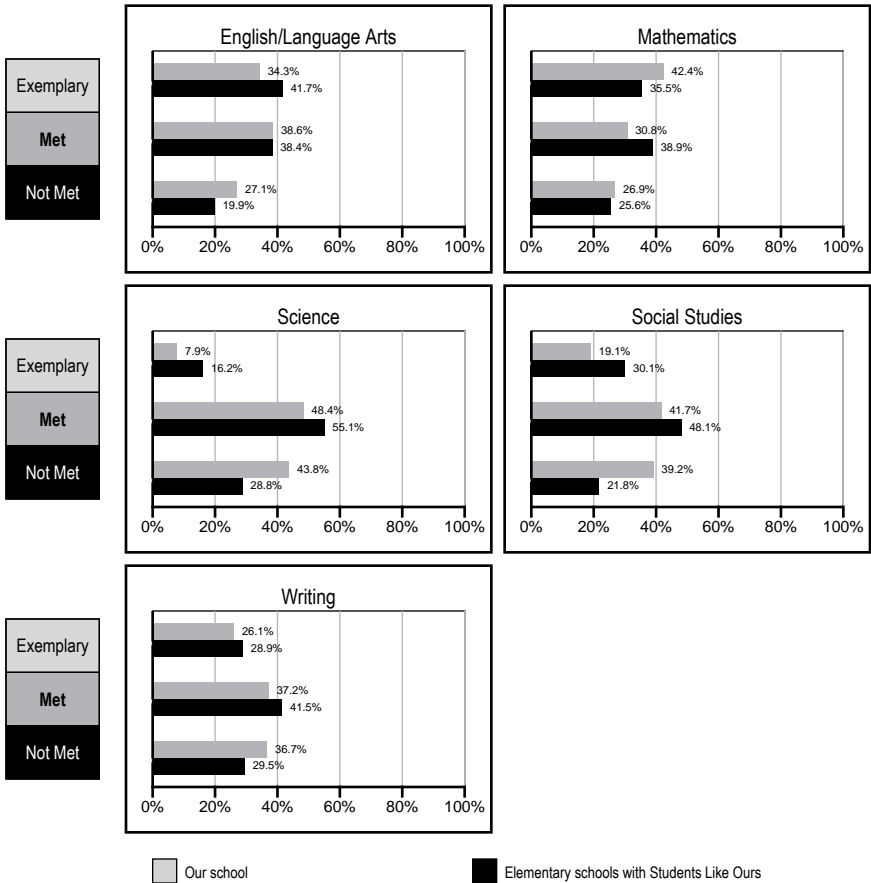
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	42	64	3	0

* Ratings are calculated with data available by 12/14/2013.

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=491)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.8%	Down from 1.4%	1.2%	0.9%
Attendance rate	96.6%	No Change	96.1%	96.3%
Served by gifted and talented program	12.3%	N/A	7.0%	7.2%
With disabilities	11.7%	N/A	14.1%	12.4%
Older than usual for grade	2.0%	N/A	2.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	80.0%	Up from 74.3%	61.5%	62.5%
Continuing contract teachers	85.7%	Down from 97.1%	85.2%	83.3%
Teachers returning from previous year	87.7%	Down from 90.6%	89.1%	88.3%
Teacher attendance rate	N/R	N/R	94.6%	95.0%
Average teacher salary*	\$49,053	Up 0.7%	\$48,608	\$48,193
Professional development days/teacher	15.1 days	Down from 16.8 days	11.5 days	11.0 days
School				
Principal's years at school	8.0	Up from 7.0	4.5	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.8 to 1	20.0 to 1	20.1 to 1
Prime instructional time	N/R	N/R	89.6%	90.0%
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**	\$7,302	Up 11.1%	\$7,514	\$7,364
Percent of expenditures for instruction**	68.0%	Down from 70.5%	67.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	Down from 67.7%	65.0%	66.0%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2012/2013 school year at Cheraw Intermediate School (CIS) was an exciting year for the students. It was filled with events and activities to develop their minds, bodies, and character. They had the opportunity to participate in various learning opportunities involving reading, math, science, and social studies, the arts, service projects, and extra-curricular events. This variety of experiences not only helped the students learn important concepts and skills, but also life lessons.

The students' accomplishments included both academic and artistic recognition. We had 11 newly identified students qualify for ALPHA, the gifted and talented program, and 48 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. Brishana Jackson won the Superintendent's Art Award for all the elementary students from across the district. We were so proud of these endeavors.

The CIS school report card rating was a "B" (85.6). Even though we received a "B" rating, we were still identified as a "focus" school. This meant that the average of the achievement gaps between our students sub-groups' scores on the PASS test were significantly large. From our research, we learned that instead of targeting certain groups, we needed to focus on effective instruction. Effective instruction helps all students benefit and show growth with the lowest students experiencing the most growth; and, consequently, reducing the achievement gap. With research to support us, our teachers were involved in extensive professional development in "best practices" for reading and math. In reading, we continued to emphasize reading stamina, fluency, and comprehension and implemented a folder system to closely monitor student progress and to improve instruction for individual students. Our math teachers worked with the math coaches to implement "Math Talk" and to focus on teaching skills using the conceptual approach and manipulatives. The primary purpose of these math strategies was to increase our students' understanding and number sense.

Becoming an Arts in Basic Curriculum (ABC) site again was great for our students and school. Beyond instruction in the art and music classrooms, our students went to dance classes and had the opportunity to participate in various art clubs like chorus, art, guitar, steel drums, and dance. 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 a musical production of Peter Pan. The art departments also worked together to have a special arts program in the spring, but the most exciting art event of the year was the Follies. With over 300 children participating in this single event and nearly 400 parents and friends in the audience, this was an excellent example of how the arts can bring a school and community together.

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	35	151	112
Percent satisfied with learning environment	100%	88.1%	89.3%
Percent satisfied with social and physical environment	100%	87.2%	94.7%
Percent satisfied with school-home relations	94.3%	91.4%	90.3%

* 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 2013, 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.

Overall Weighted Points Total	93.6
Overall Grade Conversion	A

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	2.3%
Classes in high poverty schools not taught by highly qualified teachers	5.9%	4.9%

	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
Grades 3-5						
All Students	651.6	656.0	601.2	620.1	99.0	99.2
Male	647.8	656.7	606.6	620.6	98.8	98.8
Female	655.3	655.4	596.3	619.6	99.2	99.6
White	672.7	678.3	620.3	637.0	99.0	99.0
African American	636.1	639.6	586.7	608.7	98.9	99.3
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	606.2	596.5	567.4	599.1	95.1	97.6
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	638.0	642.7	589.9	612.0	98.6	98.9
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
English/Language Arts							
2012	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
2013	3	160	98.8	22	36	42	78
	4	165	100	34.6	37.1	28.3	65.4
	5	170	98.2	22.2	40.7	37	77.8
	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
Mathematics							
2012	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
2013	3	160	98.8	33.3	28	38.7	66.7
	4	165	100	28.3	36.5	35.2	71.7
	5	170	98.8	17.2	30.1	52.8	82.8
	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
Science							
2012	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
2013	3	78	100	35.6	49.3	15.1	64.4
	4	165	100	50.3	41.5	8.2	49.7
	5	83	100	34.6	58	7.4	65.4
	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

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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							
2012	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
2013	3	81	98.8	42.3	30.8	26.9	57.7
	4	165	100	34.6	48.4	17	65.4
	5	87	100	41.7	41.7	16.7	58.3
	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							
2012	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
2013	3	156	96.2	43.8	30.1	26	56.2
	4	164	93.9	34.9	40.8	24.3	65.1
	5	170	94.1	29.9	41.4	28.7	70.1
	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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