



CHERAW INTERMEDIATE

421 Chesterfield Highway
Cheraw, SC 29520

Grades	3-5 Elementary School	
Enrollment	586 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	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 GOAL

By 2010, SC'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.

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.

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

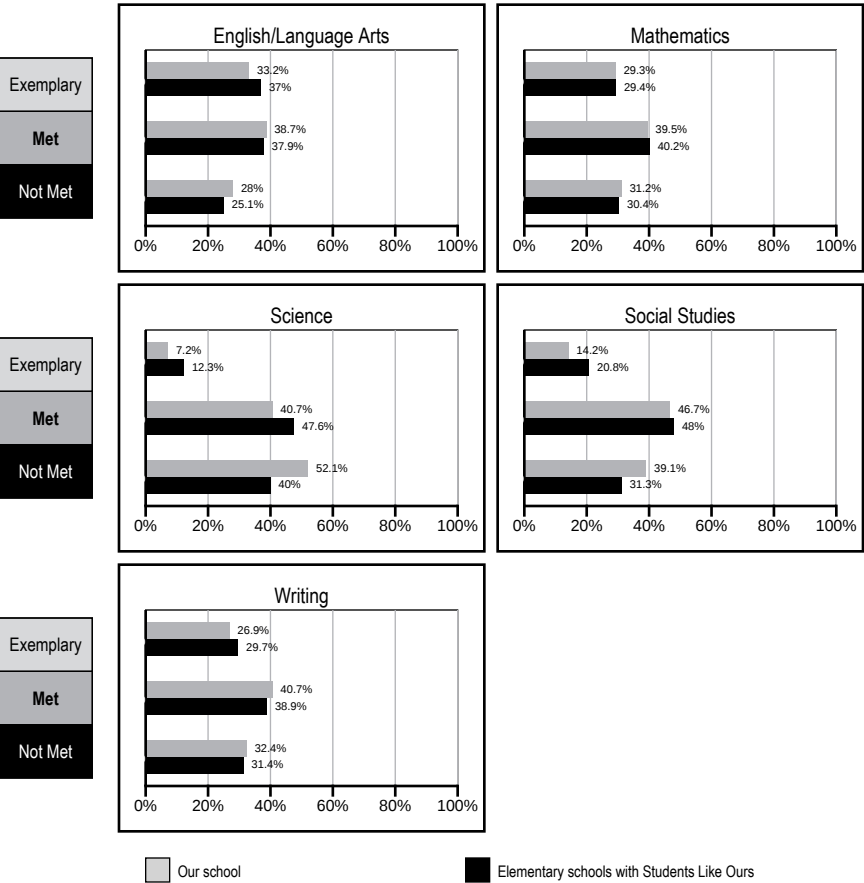
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	18	100	9	0

* Ratings are calculated with data available by 03/09/2011.

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=586)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.4%	Up from 1.0%	1.4%	1.2%
Attendance rate	96.9%	Up from 96.2%	95.7%	96.1%
Eligible for gifted and talented	10.2%	Up from 8.5%	10.3%	11.7%
With disabilities other than speech	12.3%	Up from 10.9%	8.9%	8.0%
Older than usual for grade	1.5%	Up from 1.2%	0.5%	0.4%
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	72.2%	Down from 74.4%	60.7%	60.5%
Continuing contract teachers	97.2%	Up from 92.3%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.2%	Down from 93.3%	87.5%	87.0%
Teacher attendance rate	94.8%	Up from 92.6%	94.9%	95.4%
Average teacher salary*	\$48,709	Down 0.1%	\$47,073	\$47,288
Professional development days/teacher	8.8 days	Down from 11.8 days	10.9 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.8 to 1	19.2 to 1	19.2 to 1
Prime instructional time	90.9%	Up from 86.1%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,833	Down 1.7%	\$7,533	\$7,548
Percent of expenditures for instruction**	72.6%	Up from 71.8%	67.4%	68.7%
Percent of expenditures for teacher salaries**	67.4%	Up from 67.1%	64.6%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009-2010 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 strategies, involving reading, the arts, service projects, and extra-curricular events. This variety of experiences produced exceptional student achievement.

CIS implemented a workshop approach to improve reading and writing instruction. Teachers were involved in extensive professional development to learn strategies to effectively facilitate reader workshops. With PTO providing funds (\$14,000), teachers purchased books for classroom libraries to appeal to children's interests, as well as to meet their instructional needs. As a culminating event, all students attended a reading celebration at Arrowhead Park to recognize their reading accomplishments. Activities included storytelling, skits and songs, a book parade with student-made posters, and trivia questions.

As an Arts-in-Basic Curriculum (ABC) school, we recognized the potential the arts have to augment student learning and alleviate barriers. In addition to receiving instruction in art, music, physical education, and dance, our students participated in many arts-related clubs: Scouts for the Savior, Broadway Babies, Puppets with Pizzazz, Folk Line Dance, Hip Hop Dance, Chorus, Drawing, Sculpture, Guitar, Steel Drums, Rawtown Runners, Marvelous Masks, Stunts and Tumbling, Gymnastics, Photography, and Dance Team. Many of these clubs practiced and performed routines for the winter and spring PTO Meetings, the Cheraw Spring Festival, and the Health Fair at Chesterfield General Hospital. The arts were also used to raise money for Relay for Life. Approximately 200 students participated in "The Follies" and danced to popular tunes of the 80s for an audience of 850 people. Teachers 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. Bright Star Theatre came and performed two dramatic productions, Jack's Adventure in American History and Struggle for Freedom – a biography of Martin Luther King, Jr. Our own third grade students performed a teacher-written play. All of these specifically reviewed the social studies standards. We are grateful for funds received from the PTO, the Distinguished Arts Program Grant, and the SC Arts Commission.

Our first reports from the PASS Test were positive. According to No Child Left Behind standards requiring 58.8% of students to meet or exceed standard in ELA and 57.8% in math, CIS met all AYP objectives. Our 3rd and 4th grade students scored above the state average in ELA; all grade levels scored above the state average in math; and 3rd grade scored above the state average in social studies. We were proud of these results.

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
John Sanderson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	157	105
Percent satisfied with learning environment	95.1%	91.7%	93.3%
Percent satisfied with social and physical environment	95.1%	80.8%	87.5%
Percent satisfied with school-home relations	92.7%	86.5%	88.6%

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

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 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
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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 58.8% (Met or Exemplary)

All Students	577	100	27.2	37.6	35.1	84.6	79.7	83.5	Yes	Yes
Gender										
Male	278	100	30.7	35.2	34.1	83.1	76.1	80.1	N/A	N/A
Female	299	100	24.1	39.9	36.1	85.9	83.2	87	N/A	N/A
Racial/Ethnic Group										
White	258	100	18	31.2	50.8	90	86.8	89.6	Yes	Yes
African American	307	100	35.7	43.8	20.5	79.8	69.6	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	100	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.5	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	85.1	I/S	I/S
Disability Status										
Disabled	79	100	58.2	17.7	24.1	59.5	48.6	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	415	100	32.7	38	29.2	80.9	75	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	577	100	30.3	38.9	30.8	79.4	77.4	80.4	Yes	Yes
Gender										
Male	278	100	29.6	38.6	31.8	80.1	73.6	78.4	N/A	N/A
Female	299	100	30.9	39.2	29.9	78.7	81.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	258	100	16	40	44	92.4	86	87.8	Yes	Yes
African American	307	100	43.1	38.7	18.2	67.7	65.6	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	74.4	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	83.2	I/S	I/S
Disability Status										
Disabled	79	100	64.6	12.7	22.8	41.8	42	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	415	100	36	39.3	24.7	75.3	72.8	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	402	99.3	50.8	39.6	9.6	49.2	59.1	67.3
Gender								
Male	200	98.5	48.4	41.1	10.5	51.6	58.2	66.9
Female	202	100	53.1	38.3	8.7	46.9	59.9	67.7
Racial/Ethnic Group								
White	181	99.5	34.3	52.6	13.1	65.7	72.1	79.6
African American	214	99.1	65.4	28.8	5.9	34.6	41.9	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	51.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	52	94.2	69.4	10.2	20.4	30.6	33.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	53.6	58.6
Socio-Economic Status								
Subsidized meals	288	99	58.2	34.1	7.7	41.8	51.4	55.4

Social Studies

All Students	404	99.3	38	45.5	16.5	62	62.2	70.9
Gender								
Male	197	100	33.5	46.6	19.9	66.5	61.8	70.1
Female	207	98.6	42.4	44.4	13.1	57.6	62.5	71.7
Racial/Ethnic Group								
White	184	99.5	24.9	49.7	25.4	75.1	72.5	79.2
African American	211	99.1	51.2	39.9	8.9	48.8	47.4	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	54	96.3	51.9	26.9	21.2	48.1	33.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	64.3	68
Socio-Economic Status								
Subsidized meals	292	99.3	44.4	46.6	9	55.6	54.9	60.8

Abbreviations for Missing Data

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

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	576	96.7	32	40.9	27.1	68	69.1	72.1	96.9	95.7
Gender										
Male	276	96	38	40.3	21.7	62	60.8	65.2	97	95.7
Female	297	97.3	26.7	41.4	31.9	73.3	77.3	79.2	96.8	95.8
Racial/Ethnic Group										
White	257	96.5	18	43	38.9	82	78.2	80.8	96.5	95.4
African American	306	96.7	44.8	39.2	16	55.2	56.3	59.7	97.3	96.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	100	87	99	97.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	68.7	64.6	99.4	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	73.4	92.2	95.8
Disability Status										
Disabled	75	77.3	84.5	13.8	1.7	15.5	20	27.7	96.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	72.4	63.7	99.1	96.6
Socio-Economic Status										
Subsidized meals	414	96.1	39.2	40.5	20.3	60.8	62.4	61.9	96.7	95.4

Abbreviations for Missing Data

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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							
2009	3	227	100	21.7	33.5	44.8	78.3
	4	180	99.4	23.5	42.9	33.5	76.5
	5	164	100	19.3	50.3	30.4	80.7
	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
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
Mathematics							
2009	3	227	100	30.3	34.4	35.3	69.7
	4	180	99.4	21.8	47.1	31.2	78.2
	5	163	100	21.3	51.3	27.5	78.8
	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
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
Science							
2009	3	113	100	42.7	36.4	20.9	57.3
	4	180	99.4	33.9	56.7	9.4	66.1
	5	84	100	39.3	47.6	13.1	60.7
	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
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

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	114	100	23.2	48.2	28.6	76.8
	4	180	99.4	29.2	52.6	18.1	70.8
	5	82	100	29.1	46.8	24.1	70.9
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	229	98.3	38.9	28.1	33	61.1
	4	183	99.5	32.4	43.2	24.4	67.6
	5	165	94.6	26.6	37	36.4	73.4
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	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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