

Chester Park Elementary School of Inquiry

835 Lancaster Highway
Chester, South Carolina

Grades	PK-5 Elementary School	
Enrollment	327 Students	
Principal	Dena B. Dunlap	803-581-7282
Superintendent	Mr. Larry B. Heath	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Below Average**	**Below Average**
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	Average
2005	Below 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.

http://ed.sc.gov
http://www.eoc.sc.gov

Chester Park Elementary School of Inquiry 06/01/10-1201018

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

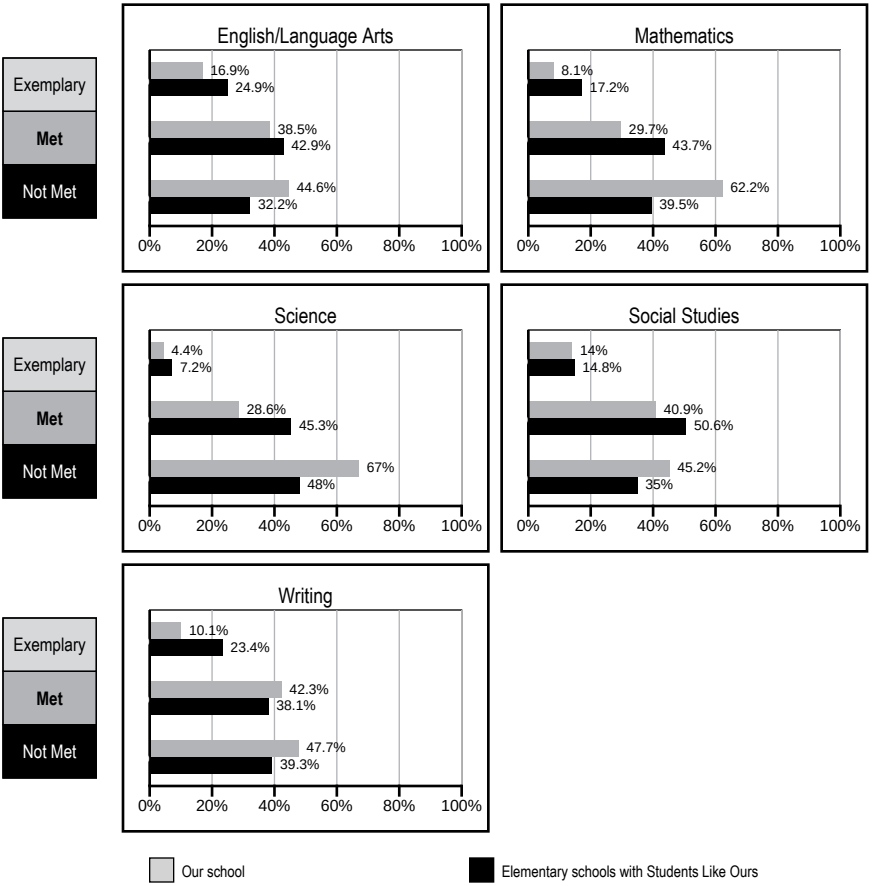
Percent of students tested in 2008-09 whose 2007-08 test scores were located	99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	87	49	15

* Ratings are calculated with data available by 06/01/2010.

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=327)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.9%	Down from 6.7%	2.4%	1.9%
Attendance rate	95.8%	Down from 96.3%	96.1%	96.3%
Eligible for gifted and talented	5.4%	Up from 3.5%	5.3%	10.0%
With disabilities other than speech	13.6%	Up from 11.4%	8.4%	7.7%
Older than usual for grade	0.7%	No Change	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.5%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	77.8%	Up from 63.6%	57.1%	59.4%
Continuing contract teachers	81.5%	Up from 63.6%	73.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.1%	Up from 76.3%	83.9%	85.9%
Teacher attendance rate	94.3%	Up from 93.0%	95.2%	95.1%
Average teacher salary*	$46,294	Up 6.1%	$45,762	$47,149
Professional development days/teacher	7.9 days	Down from 15.1 days	11.0 days	11.1 days
School				
Principal's years at school	3.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.9 to 1	17.4 to 1	18.8 to 1
Prime instructional time	89.1%	Up from 86.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$10,832	Up 7.7%	$8,175	$7,458
Percent of expenditures for instruction**	53.7%	Up from 51.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	51.6%	Up from 48.8%	62.4%	63.2%

* 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

Chester Park Elementary School of Inquiry (CPESI) has experienced a successful 2008-2009 school year, engaging students in inquiry-based learning, increasing parental involvement, and increasing school/community relations. School improvement continues to be our focus. Teachers, staff, parents, and the community have come together to assist our school in raising the level of student achievement.

Our SIC met monthly to discuss projects, Title I, plans for school improvement, and sponsored our first Bring A Parent To School Day. The Parent Teacher Organization provided funds for field trips, student recognitions, created Classroom Moms, and sponsored a Spring Carnival. Teachers and staff provided Family Reading and Family Game Nights, parent workshops, and evening programs. Students were recognized at awards programs each nine weeks for attendance, honor roll, behavior, effort and much more. Home/school communication is important, so a weekly parent newsletter was sent home with the Parent Communication folder each Tuesday. Student agendas provided daily contact between teachers and parents.

Located within the Chester Park Complex, our school serves approximately 326 students in grades Pre-K through 5. As a school of choice, parents chose to have their child(ren) attend the School of Inquiry. Our modified, year-round calendar allowed for intersessions in the Fall and Spring for classes in remediation / enrichment, exposing students to a wide variety of skills and learning experiences. We try to prepare students for real-life experiences with opportunities such as Student Council, Safety Patrol, Junior Achievement, 4-H Club, VIP Boys Club, "Our School Rocks" morning news show, and the Children's Finance Club. Founders Federal Credit Union opened a student branch at CPESI. Students can make weekly deposits and receive prize incentives for saving their money.

The Leadership/Data Analysis Team assessed the academic needs of our school for improvement using PACT, Dominie, and MAP data. Students were placed into "intervention groups" for reading and math and provided small group instruction by three intervention teachers each day. Before / after school tutoring programs were also available. With the support of an Instructional Coach and Science Coach, teachers were provided on-going staff development during weekly grade-level meetings for planning standards-based lessons and analyzing student assessments. Professional development was provided for administrators, faculty, and staff on Revised Bloom's Taxonomy, data analysis, and district curriculum support documents. Faculty and staff members also participated in a book study this year to learn strategies for increasing the academic achievement of our African American male population.

We exceeded our goals set for this year in ELA, Math, Social Studies and Science, and met Satisfactory Implementation on our Focused School Renewal Plan. There is so much to be proud of at Chester Park Elementary School of Inquiry, and we will continue to strive to teach our students the skills they need for successful futures.

Dena Dunlap, Principal
Marsha Commodore, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	55	27
Percent satisfied with learning environment	93.5%	71.7%	88.9%
Percent satisfied with social and physical environment	96.8%	69.8%	77.8%
Percent satisfied with school-home relations	67.7%	75.5%	85.2%

* 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 10 out of 13 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	CA

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	21.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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Chester Park Elementary School of Inquiry										06/01/10-1201018
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	160	100	42	36.3	21.7	71.3	73.2	82.8	Yes	Yes
Gender										
Male	89	100	46.5	34.9	18.6	64	69.4	79.3	N/A	N/A
Female	71	100	36.6	38	25.4	80.3	77.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	24	100	21.7	30.4	47.8	73.9	80.9	89.5	I/S	I/S
African American	135	100	45.9	37.6	16.5	70.7	64.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	35	100	52.9	17.6	29.4	52.9	44.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	138	100	43.4	35.3	21.3	71.3	66.1	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	160	100	58.6	29.3	12.1	55.4	71.4	78.9	No	Yes
Gender										
Male	89	100	57	30.2	12.8	57	70	77	N/A	N/A
Female	71	100	60.6	28.2	11.3	53.5	72.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	24	100	39.1	34.8	26.1	73.9	79.8	87.2	I/S	I/S
African American	135	100	62.4	27.8	9.8	51.9	62.3	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.9	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	35	100	64.7	14.7	20.6	38.2	37.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	138	100	59.6	29.4	11	52.2	64	70.2	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	99	100	62.9	26.8	10.3	37.1	54.9	67.5
Gender								
Male	58	100	58.9	28.6	12.5	41.1	55.2	67
Female	41	100	68.3	24.4	7.3	31.7	54.5	68
Racial/Ethnic Group								
White	16	100	33.3	26.7	40	66.7	67.6	79.5
African American	83	100	68.3	26.8	4.9	31.7	40.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	22	100	52.4	14.3	33.3	47.6	31	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	59.6
Socio-Economic Status								
Subsized meals	84	100	67.5	25.3	7.2	32.5	44.8	55.1
Social Studies								
All Students	100	99	41.8	40.8	17.3	58.2	63	72.3
Gender								
Male	58	98.3	46.4	35.7	17.9	53.6	63.5	71.5
Female	42	100	35.7	47.6	16.7	64.3	62.5	73.2
Racial/Ethnic Group								
White	12	100	16.7	50	33.3	83.3	70.4	80.7
African American	87	98.9	45.9	40	14.1	54.1	54.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	23	100	47.8	34.8	17.4	52.2	41	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	67.9
Socio-Economic Status								
Subsized meals	88	98.9	41.9	41.9	16.3	58.1	54.8	62.1

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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	162	93.8	47.7	42.3	10.1	52.3	58.7	70.2	95.8	95.5
Gender										
Male	90	94.4	54.9	41.5	3.7	45.1	52	63.2	95.6	95.2
Female	72	93.1	38.8	43.3	17.9	61.2	65.8	77.5	96	95.9
Racial/Ethnic Group										
White	24	70.8	43.8	43.8	12.5	56.3	68	79.1	92.1	95.1
African American	137	97.8	47.7	42.4	9.8	52.3	48.4	57.6	96.6	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	72.7	86.2	95.6	96.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	62.6	N/A	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.3
Disability Status										
Disabled	35	71.4	N/AV	N/AV	N/AV	20.8	13.9	26.1	95.4	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.2	61.2	N/A	96.3
Socio-Economic Status										
Subsized meals	141	94.3	50	40.8	9.2	50	49	58.9	95.6	95.1

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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	58	100	43.9	35.1	21.1	56.1
	4	40	100	50	25	25	50
	5	62	100	35	45	20	65
	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							
2009	3	58	100	68.4	21.1	10.5	31.6
	4	40	100	40	42.5	17.5	60
	5	62	100	61.7	28.3	10	38.3
	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
Science							
2009	3	29	100	67.9	25	7.1	32.1
	4	39	100	64.1	25.6	10.3	35.9
	5	31	100	56.7	30	13.3	43.3
	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
Social Studies							
2009	3	30	100	40	46.7	13.3	60
	4	39	100	38.5	43.6	17.9	61.5
	5	31	96.8	48.3	31	20.7	51.7
	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
Writing							
2009	3	59	98.3	50.9	33.3	15.8	49.1
	4	40	90	58.3	38.9	2.8	41.7
	5	63	92.1	37.5	53.6	8.9	62.5
	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

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