



Chester Park Elementary School of the Arts

835A Lancaster Highway
Chester, South Carolina

Grades	PK-5 Elementary School	
Enrollment	589 Students	
Principal	Anne Stone	803-581-7279
Superintendent	Mr. Larry Heath	803-385-6122
Board Chair	Denise Lawson	803-581-6224

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

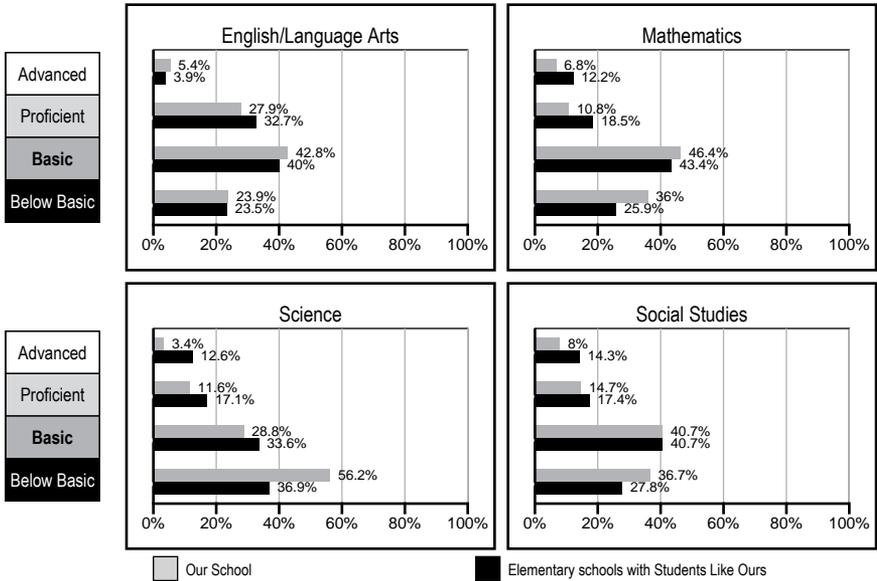
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	34	43	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=589)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.6%	Down from 7.5%	2.9%	2.3%
Attendance rate	95.6%	Down from 95.7%	96.1%	96.3%
Eligible for gifted and talented	10.8%	Down from 12.1%	8.9%	10.4%
With disabilities other than speech	8.3%	Up from 8.2%	9.0%	7.5%
Older than usual for grade	2.3%	Down from 2.7%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	58.5%	Up from 57.9%	54.8%	56.7%
Continuing contract teachers	87.8%	Up from 86.8%	78.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	76.8%	N/A	86.6%	86.4%
Teacher attendance rate	94.5%	Up from 93.0%	94.7%	94.9%
Average teacher salary	\$44,117	Up 3.7%	\$45,116	\$45,345
Professional development days/teacher	9.4 days	Down from 16.5 days	13.0 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 17.2 to 1	18.5 to 1	18.5 to 1
Prime instructional time	87.8%	Up from 85.8%	89.1%	89.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Up from 96.2%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,477	Up 9.5%	\$7,234	\$7,052
Percent of expenditures for instruction*	80.6%	Down from 84.3%	68.4%	69.1%
Percent of expenditures for teacher salaries*	76.9%	Down from 80.8%	63.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The Chester Park Complex serves 1600 students divided into three school of choice. As part of the larger complex, Chester Park Elementary School of the Arts serves approximately 620 students in Pre-Kindergarten – 5th grade who have chosen to participate in arts integrated learning. The mission of Chester Park School of the Arts is to engage every child in active individual and collaborative team learning experiences in the context of a comprehensive, standards-based arts integrated curriculum. In order to accomplish this mission, teachers infuse the South Carolina Fine Arts Curriculum Standards into all curricular areas. Fine Arts teachers, in turn, bring core curriculum standards into their classrooms.

The belief at the School of the Arts is that arts integration builds character, cooperation, responsibility, and respect. The arts engage students in active learning of material and help them to be exposed to content in myriad ways. Arts integration identifies and nurtures each individual student's talents and creativity. It unites students, parents, faculty, and community members. It allows students to make real-world connections of the learning taking place.

The School of the Arts has been awarded over \$60,000.00 in grants for the funding of arts integration, artist-in-residence, and upgrades to the sound and video equipment in the Complex auditorium. In addition to these funds, the school has been awarded a healthcare grant for the coming school year entitled "Stepping to a Healthy School". We believe these funds, which will be used to promote healthy living among students and staff, will increase student achievement, emotional status, and attendance.

In addition to the integration of the arts, Chester Park Elementary School of the Arts offers students opportunities to incorporate technology into learning through the use of computer labs. They are given time to have individualized instruction based on MAP scores. Fourteen classrooms are equipped with Promethean Boards providing a new medium for teaching and learning. Teachers have been and continue to be trained in the use of these boards for improved delivery of content.

Students at Chester Park Elementary School of the Arts are given special opportunities to be involved in Artist-in-Residence programs featuring: multi-cultural enrichment, mural painting, poetry, puppetry, music, dance, and theater. These opportunities have provided students in all grade levels with a variety of reinforcements as they relate to the core subject area curricula of South Carolina. The school celebrates its students talents through gallery walks, live performances (both in the school and the community), and achievement awards. The school offers after-school clubs such as art club, chorus, cooking club, dance, drama, garden club, and scrapbook club.

Remediation programs and interventions have been put into place both before and after school in Math and Reading for students who are in need of further assistance. These programs have been successful in providing extra support.

Anne Stone, Principal | Donna Darby, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	68	64
Percent satisfied with learning environment	100.0%	92.6%	77.4%
Percent satisfied with social and physical environment	100.0%	77.9%	74.6%
Percent satisfied with school-home relations	90.9%	86.8%	76.2%

* 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 12 out of 17 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

Newly Identified

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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	246	100	23.3	41.9	27.3	7.5	45.4	33.7	48.2	Yes	Yes
Gender											
Male	111	100	29.1	38.8	26.2	5.8	42.7	28.6	41.7	N/A	N/A
Female	135	100	18.5	44.4	28.2	8.9	47.6	39.3	55	N/A	N/A
Racial/Ethnic Group											
White	135	100	15.4	43.1	30.8	10.8	50	42.7	60	Yes	Yes
African American	107	100	35.1	40.4	21.3	3.2	38.3	24.1	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	36	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	33	100	56.3	18.8	9.4	15.6	21.9	12.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	163	100	28.2	40.9	26.8	4	40.9	25.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	246	100	35.2	45.4	11.5	7.9	28.6	33.3	45.8	No	Yes
Gender											
Male	111	100	38.8	40.8	15.5	4.9	27.2	33.5	45.6	N/A	N/A
Female	135	100	32.3	49.2	8.1	10.5	29.8	33.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	135	100	24.6	50.8	14.6	10	37.7	45.9	59	No	Yes
African American	107	100	50	38.3	6.4	5.3	16	20.3	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	24	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	33	100	56.3	25	9.4	9.4	21.9	14.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	163	100	42.3	44.3	8.1	5.4	22.8	23.8	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate	
Science												
All Students	161	100	55.4	28.4	11.5	4.7	16.2	23.3	35.7	95.6	95.4	
Gender												
Male	76	100	52.9	30	11.4	5.7	17.1	26.4	37.4	95.5	95.1	
Female	85	100	57.7	26.9	11.5	3.8	15.4	19.7	33.8	95.7	95.7	
Racial/Ethnic Group												
White	86	100	40.2	34.1	18.3	7.3	25.6	35.3	49.2	95.2	94.9	
African American	73	100	75.4	20	3.1	1.5	4.6	10.3	17	96	95.9	
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	95.8	95.9	
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	96.1	94.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.6	92.1	
Disability Status												
Disabled	22	100	61.9	23.8	4.8	9.5	14.3	13	14	94.5	94.3	
Migrant Status												
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A	
English Proficiency												
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	96.6	96.1	
Socio-Economic Status												
Subsided meals	105	100	63.2	28.4	6.3	2.1	8.4	13.5	21.1	95.2	94.9	
Social Studies												
All Students	163	100	35.9	39.9	15	9.2	24.2	23.9	34	95.6	95.4	
Gender												
Male	71	100	31.8	37.9	18.2	12.1	30.3	26.7	36.6	95.5	95.1	
Female	92	100	39.1	41.4	12.6	6.9	19.5	21	31.3	95.7	95.7	
Racial/Ethnic Group												
White	88	100	27.9	39.5	19.8	12.8	32.6	33.9	44.5	95.2	94.9	
African American	72	100	48.4	40.6	6.3	4.7	10.9	13.3	19.1	96	95.9	
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	95.8	95.9	
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	31.8	27.5	96.1	94.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.6	92.1	
Disability Status												
Disabled	21	100	65	15	10	10	20	15.1	14.4	94.5	94.3	
Migrant Status												
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A	
English Proficiency												
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	96.6	96.1	
Socio-Economic Status												
Subsided meals	106	100	41.4	36.4	16.2	6.1	22.2	16.6	21	95.2	94.9	

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	82	100	17.3	42.7	36	4	40
	4	76	100	20.3	40.5	27	12.2	39.2
	5	78	98.7	36.6	38	21.1	4.2	25.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	92	100	16.5	31.6	39.2	12.7	51.9
	4	79	100	29.3	48	21.3	1.3	22.7
	5	75	100	24.7	46.6	20.5	8.2	28.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	82	100	41.3	50.7	2.7	5.3	8
	4	76	100	32.4	36.5	13.5	17.6	31.1
	5	78	98.7	28.2	46.5	15.5	9.9	25.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	92	100	27.8	57	12.7	2.5	15.2
	4	79	100	44	38.7	10.7	6.7	17.3
	5	75	100	34.2	39.7	11	15.1	26
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	42	100	52.8	30.6	13.9	2.8	16.7
	4	76	100	63.9	16.7	11.1	8.3	19.4
	5	39	97.4	62.9	17.1	8.6	11.4	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	46	100	34.2	47.4	18.4	0	18.4
	4	78	100	68.9	21.6	8.1	1.4	9.5
	5	37	100	50	22.2	11.1	16.7	27.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	41	100	39.5	52.6	5.3	2.6	7.9
	4	76	100	38.9	43.1	9.7	8.3	18.1
	5	39	100	38.9	38.9	11.1	11.1	22.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	46	100	17.1	41.5	19.5	22	41.5
	4	79	100	49.3	37.3	13.3	0	13.3
	5	38	100	29.7	43.2	13.5	13.5	27
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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