



SC Annual School Report Card Summary

CHESTER PARK ELEMENTARY SCHOOL OF INQUIRY
Chester
Grades: PK-5 **Enrollment: 322**
Principal: Dena B. Dunlap
Superintendent: Dr. Thomas Graves
Board Chair: Dr. Richard Hughes

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Below Average	Below Average	TBD	TBD	Met	CA-DELAY
2009	Below Average	Below Average	N/A	N/A	Not Met	CA
2008	At-Risk	At-Risk	N/A	N/A	Not Met	CSI

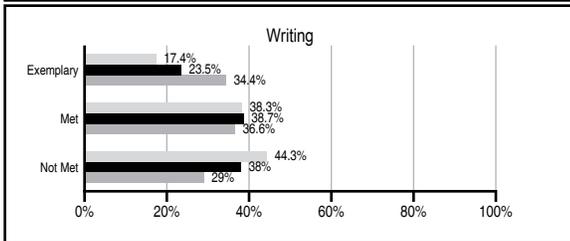
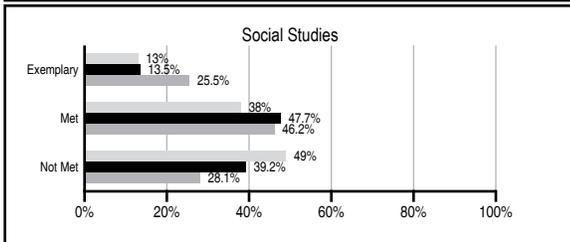
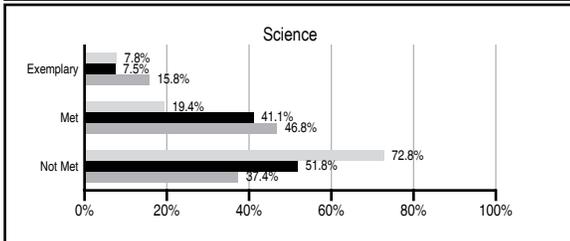
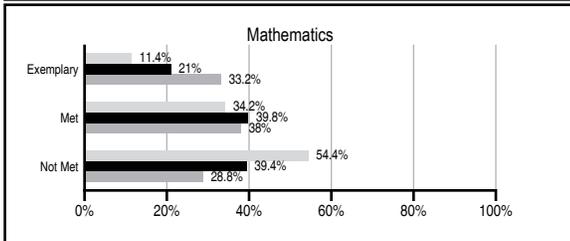
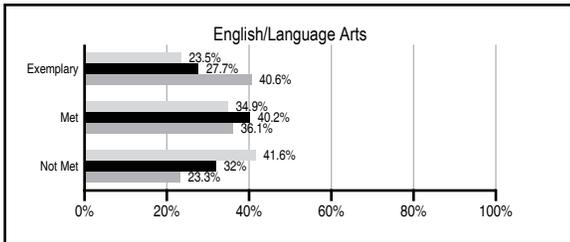
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	4	103	43	18

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

CHESTER PARK ELEMENTARY SCHOOL OF INQUIRY

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=322)				
Retention rate	4.0%	Up from 2.9%	1.6%	1.2%
Attendance rate	95.7%	Down from 95.8%	95.8%	96.1%
Eligible for gifted and talented	8.6%	Up from 5.4%	5.2%	11.7%
With disabilities other than speech	12.1%	Down from 13.6%	8.5%	8.0%
Older than usual for grade	0.8%	Up from 0.7%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 1.2%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	78.3%	Up from 77.8%	58.6%	60.5%
Continuing contract teachers	95.7%	Up from 81.5%	80.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.2%	Up from 77.1%	84.9%	87.0%
Teacher attendance rate	95.3%	Up from 94.3%	95.2%	95.4%
Average teacher salary*	\$47,279	Up 2.1%	\$45,655	\$47,288
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	8.5 days	Up from 7.9 days	11.1 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.9 to 1	18.0 to 1	19.2 to 1
Prime instructional time	90.1%	Up from 89.1%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,103	Up 11.7%	\$8,280	\$7,548
Percent of expenditures for instruction**	46.5%	Down from 53.7%	67.8%	68.7%
Percent of expenditures for teacher salaries**	45.2%	Down from 51.6%	62.8%	65.1%
% of AYP objectives met	100.0%	Up from 76.9%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	25	18	28
Percent satisfied with learning environment	96.0%	100.0%	92.6%
Percent satisfied with social and physical environment	100.0%	72.2%	88.9%
Percent satisfied with school-home relations	62.5%	94.4%	92.6%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Located within the Chester Park Complex, the School of Inquiry served 326 students in grades Pre-K to 5 during the 2009-2010 school year. As a School of Choice, our inquiry-based approach to the district-adopted curriculum allows us to prepare students for their futures by involving them in real-life activities and experiences. Some of these include: Junior Achievement, Safety Patrol, 4-H Club, TV News Crew, Student Council, and weekly after-school clubs such as Garden Club, VIP Boys, VIP Girls, Cooking, Dance, Fitness, and Finance Club. In addition, our community-based credit union opened a student branch within our school, and students were able to make deposits each week. Founders also provided prize incentives to reward students for saving their money.

The School Improvement Council (SIC) met monthly to discuss Title I planning, special projects, ways to increase parent involvement, and ways to increase student achievement. Anitra Hughes, Parent Training Facilitator (PTF) for the district, served as SIC Chair. She conducted parent workshops throughout the year such as MAP/Odyssey, PASS, and Soupalicious (an introduction to the position of PTF and Title I Parents Right to Know). Mrs. Hughes also promoted parent involvement by assisting with numerous school and community programs. Our goal to increase parent involvement by 25% was far exceeded this year with an increase of 59.5%.

The Parent Teacher Organization (PTO) also played a vital role in our school by providing funds to assist with field trips, sponsoring a Spring Carnival to involve families and the community, and recognizing students and faculty with celebrations.

Awards programs were held each nine weeks to recognize students for attendance, honor roll, behavior, and effort. Two of these programs were held during the school day, and two during the evening in order to accommodate parents' schedules. To facilitate home-school communication, a newsletter was sent home every Tuesday informing parents of upcoming school and community events and highlighting student achievement. Parent Communication folders were provided to all students and agendas were provided for students in grades 2-5.

Our school Leadership/Data Analysis Team met monthly to assess the academic strengths and weaknesses of our students, utilizing data from district benchmarks, PASS, Dominie, and MAP. Students were served daily by five highly qualified intervention teachers during "intervention groups" for reading and math. Classroom teachers also worked with small groups of students during RIT Band instruction each day, focusing on individual areas of weakness based on MAP assessments. The Instructional Coach, Teresa Edwards, provided model lessons and on-going professional development on planning standards-based lessons and analyzing student data during weekly grade level team meetings. She also assisted with professional development activities on Tuesday afternoons, such as DataWorks, Revised Bloom's Taxonomy, and district curriculum documents.

Mathematics has been an identified area of weakness for our students. Therefore, we adopted an inquiry-based curriculum (Math Out of the Box), which will give our students a more hands-on, real life approach to math instruction and, thereby, increase student achievement.

There is much to be proud of at the School of Inquiry, and we will continue to set high expectations to enable all children to become inquiring, life-long learners.

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