



Chester Park Elementary School of Inquiry

835 Lancaster Highway
Chester, SC 29706

Grades	PK-5 Elementary School	
Enrollment	333 Students	
Principal	Dena Dunlap	803-581-7282
Superintendent	Dr. Agnes Slayman	803-385-6122
Board Chair	Mrs. Maggie J. James	803-581-4330

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	Below Average	Below Average
2010	Below Average	Below Average
2009	Below Average	Below 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

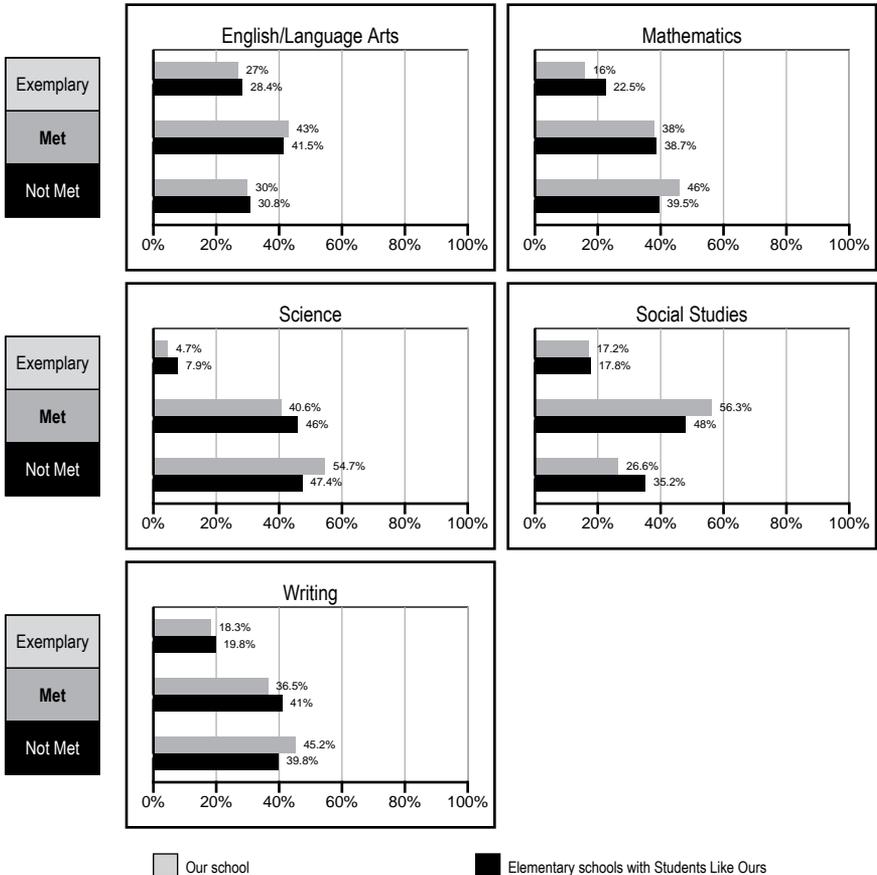
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	13	104	47	15

* 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=333)				
First graders who attended full-day kindergarten	98.6%	Up from 97.9%	100.0%	100.0%
Retention rate	6.6%	Up from 2.3%	1.1%	0.9%
Attendance rate	95.8%	Down from 96.4%	95.9%	96.3%
Served by gifted and talented program	4.1%	N/A	2.7%	7.2%
With disabilities	12.7%	N/A	13.6%	12.4%
Older than usual for grade	3.9%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	75.9%	Down from 79.3%	60.0%	62.5%
Continuing contract teachers	93.1%	Down from 96.6%	76.7%	83.3%
Teachers returning from previous year	92.2%	Up from 86.0%	84.8%	88.3%
Teacher attendance rate	94.7%	Up from 94.0%	94.9%	95.0%
Average teacher salary*	\$47,740	Up 2.9%	\$46,184	\$48,193
Professional development days/teacher	8.5 days	Down from 10.7 days	10.5 days	11.0 days
School				
Principal's years at school	6.0	No Change	3.8	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 18.3 to 1	18.2 to 1	20.1 to 1
Prime instructional time	88.2%	Down from 88.6%	89.5%	90.0%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.7%	Down from 98.8%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$13,591	Up 38.8%	\$8,254	\$7,364
Percent of expenditures for instruction**	55.0%	Up from 53.7%	67.0%	68.0%
Percent of expenditures for teacher salaries**	53.0%	Down from 53.3%	64.0%	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

Chester Park Elementary School of Inquiry (CPESI) is one of three Schools of Choice in the Chester Park Complex. We are home to approximately 465 students in grades Pre-K through 5. CPESI is a Professional Development School with Winthrop University's NetScope Project. We help prepare future teachers. In turn, we receive professional development support from Winthrop University for our teachers and staff. Winthrop Liaison, Dr. Sue Spencer, is based at our school two days each week and collaborates with teachers and students to help us achieve school and district goals.

Professional Development was held twice each month, and discussions centered on Common Core Standards and district curriculum documents. New teachers were trained in using our inquiry-based Math Out of the Box curriculum, while other teachers were provided on-going professional development using these math kits. Grade-level team meetings were held weekly with teachers in grades Pre-K to 5 for the purpose of analyzing assessment results and planning standards-based instructional lessons, integrating Common Core State Standards.

To ensure that all students were successful, a daily intervention program was provided for 122 students in grades K-5 using the Raz-Kids Reading Program. Intervention teachers met on a regular basis with the principal for the purpose of analyzing student assessment results and implementing strategies to be used with students in the classroom. Classroom teachers were provided access to Raz-Kids and Reading/Vocabulary/Writing A to Z. A ten-week Saturday Writing School was held to ensure student success on the PASS Writing assessments. A PASS workshop was provided to students and parents, along with an 8-week after-school PASS Academy to help students prepare for the Spring PASS assessments. By providing Promethean Boards in every classroom, Curriculum On Wheels (COWs) in grades 4-5, laptops for students in grades 2 & 4, and wireless tablets, we are continuing to increase the use of technology in classrooms.

Our school's leadership team attended training over the summer and implemented the first year of Positive Behavior Interventions & Support (PBIS) for our school. Our focus is recognizing positive behaviors in our students.

The School Improvement Council (SIC)/ Title I Planning Team met monthly to discuss Title I activities, special programs, parental involvement, and student achievement. Students were recognized for their achievements throughout the school year. Opportunities for family and community involvement included: Family Literacy Night; Math Game Night; parent workshops; Donuts for Dads / Muffins for Moms; and Open House. A weekly newsletter was provided and parents could also receive this newsletter and other important announcements via email from the principal. Parent communication folders were provided to all students and sent home every Tuesday. Agendas were provided to students in grades 2-5. There is so 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.

Dena B. Dunlap, Principal

Marsha Commodore, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	41	27
Percent satisfied with learning environment	96.1%	85.4%	85.1%
Percent satisfied with social and physical environment	100%	80.5%	65.5%
Percent satisfied with school-home relations	69.2%	91.6%	89.3%

* 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	56.2
Overall Grade Conversion	F

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

Chester Park Elementary School of Inquiry 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	1.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	644.8	621.4	598.5	624.8	99.1	100.0
Male	638.1	619.3	591.5	625.1	98.3	100.0
Female	652.7	624.0	609.4	624.5	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	640.3	618.2	592.2	626.3	98.7	100.0
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	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	643.3	620.4	596.1	624.1	99.0	100.0
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	33	100	33.3	30.3	36.4	66.7
	4	42	95.2	37.5	40	22.5	62.5
	5	59	100	34.5	44.8	20.7	65.5
	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
2013	3	37	97.3	29.4	38.2	32.4	70.6
	4	30	100	31	41.4	27.6	69
	5	42	100	30.8	48.7	20.5	69.2
	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
Mathematics							
2012	3	33	100	54.5	27.3	18.2	45.5
	4	42	95.2	42.5	42.5	15	57.5
	5	59	100	29.3	51.7	19	70.7
	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	37	100	68.6	20	11.4	31.4
	4	30	100	34.5	51.7	13.8	65.5
	5	42	100	38.5	41	20.5	61.5
	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
Science							
2012	3	16	100	75	6.3	18.8	25
	4	42	95.2	42.5	50	7.5	57.5
	5	30	100	43.3	50	6.7	56.7
	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	19	100	61.1	27.8	11.1	38.9
	4	30	100	N/AV	N/AV	N/AV	44.8
	5	22	100	52.6	42.1	5.3	47.4
	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	18	100	27.8	38.9	33.3	72.2
	4	42	95.2	25	47.5	27.5	75
	5	29	100	39.3	42.9	17.9	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
2013	3	18	100	N/AV	N/AV	N/AV	64.7
	4	29	100	17.9	53.6	28.6	82.1
	5	20	100	35	50	15	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
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	59	96.6	32.1	55.4	12.5	67.9
	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	37	97.3	48.6	28.6	22.9	51.4
	4	31	96.8	34.5	44.8	20.7	65.5
	5	43	97.7	50	37.5	12.5	50
	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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