

CHESTER PARK ELEMENTARY SCHOOL OF INQUIRY

835 Lancaster Highway
Chester, South Carolina

Grades	PK-5 Elementary School	
Enrollment	322 Students	
Principal	Dena B. Dunlap	803-581-7282
Superintendent	Dr. Thomas Graves	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

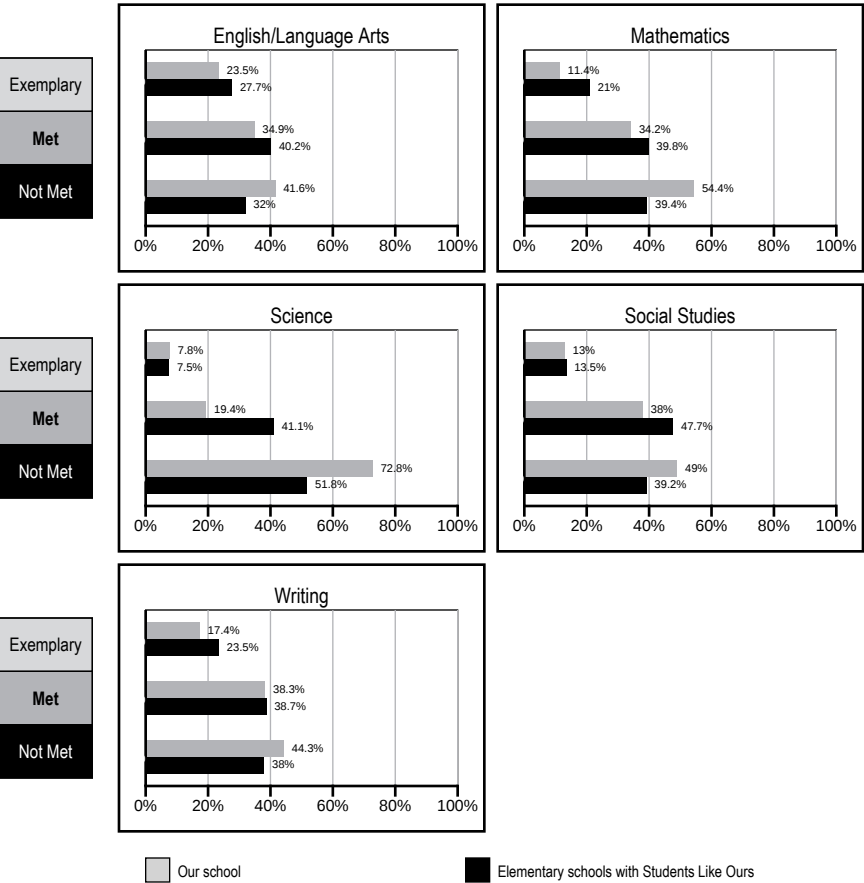
100%

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.

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=322)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
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
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%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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.

Evaluations by Teachers, Students and Parents

	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 and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 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-DELAY
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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	23.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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	157	98.1	41.1	34.4	24.5	74.8	74.9	83.5	Yes	Yes
Gender										
Male	99	97	46.8	31.9	21.3	70.2	71.4	80.1	N/A	N/A
Female	58	100	31.6	38.6	29.8	82.5	78.8	87	N/A	N/A
Racial/Ethnic Group										
White	22	90.9	23.8	28.6	47.6	76.2	82.8	89.6	I/S	I/S
African American	134	99.3	43.8	35.4	20.8	74.6	66.5	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	92.3	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	76.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	36	91.7	80	11.4	8.6	45.7	42.6	51.7	I/S	I/S
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	1	I/S	N/A	N/A	N/A	N/A	85.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	137	97.8	44.7	35.6	19.7	73.5	68.8	76.9	Yes	Yes

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

All Students	157	99.4	53.6	33.8	12.6	63.6	71.7	80.4	Yes	Yes
Gender										
Male	99	99	57.4	28.7	13.8	59.6	69.7	78.4	N/A	N/A
Female	58	100	47.4	42.1	10.5	70.2	73.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	22	100	33.3	38.1	28.6	76.2	79.3	87.8	I/S	I/S
African American	134	99.3	56.9	33.1	10	61.5	63.6	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	76.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	36	97.2	88.6	2.9	8.6	20	36.9	46.1	I/S	I/S
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	1	I/S	N/A	N/A	N/A	N/A	81.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	137	99.3	57.6	34.1	8.3	61.4	65.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	107	100	72.1	19.2	8.7	27.9	57	67.3
Gender								
Male	65	100	72.6	16.1	11.3	27.4	57.3	66.9
Female	42	100	71.4	23.8	4.8	28.6	56.7	67.7
Racial/Ethnic Group								
White	14	100	35.7	35.7	28.6	64.3	72	79.6
African American	92	100	77.8	16.7	5.6	22.2	41.7	49.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	50	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	21	100	N/A	N/A	N/A	4.8	29.1	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	1	I/S	N/A	N/A	N/A	N/A	50	58.6
Socio-Economic Status								
Subsidized meals	93	100	76.9	19.8	3.3	23.1	47.5	55.4

Social Studies

All Students	104	100	48.5	38.6	12.9	51.5	63.2	70.9
Gender								
Male	62	100	53.3	33.3	13.3	46.7	61.6	70.1
Female	42	100	41.5	46.3	12.2	58.5	65.1	71.7
Racial/Ethnic Group								
White	17	100	31.3	43.8	25	68.8	70.3	79.2
African American	87	100	51.8	37.6	10.6	48.2	55.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	72.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	25	100	72	24	4	28	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	75	68
Socio-Economic Status								
Subsidized meals	92	100	51.7	38.2	10.1	48.3	56	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	156	98.1	43.9	38.5	17.6	56.1	62.5	72.1	95.7	95.3
Gender										
Male	97	96.9	53.3	34.4	12.2	46.7	54.5	65.2	95.6	95.1
Female	59	100	29.3	44.8	25.9	70.7	71.2	79.2	95.8	95.5
Racial/Ethnic Group										
White	22	95.5	35	40	25	65	69.6	80.8	92.6	94.8
African American	133	98.5	45.3	38.3	16.4	54.7	54.5	59.7	96.4	95.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	85.7	87	99.9	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	64.6	N/A	94.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	95.4
Disability Status										
Disabled	35	94.3	N/AV	N/AV	N/AV	6.1	17.2	27.7	95.5	94.2
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	1	I/S	N/A	N/A	N/A	N/A	77.8	63.7	99.9	95.5
Socio-Economic Status										
Subsidized meals	135	99.3	46.6	39.7	13.7	53.4	55	61.9	95.6	94.9

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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
2010	3	62	100	22.4	36.2	41.4	77.6
	4	56	94.6	59.3	25.9	14.8	40.7
	5	39	100	43.6	43.6	12.8	56.4
	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
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
2010	3	62	100	53.4	32.8	13.8	46.6
	4	56	98.2	53.7	35.2	11.1	46.3
	5	39	100	53.8	33.3	12.8	46.2
	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	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
2010	3	32	100	66.7	16.7	16.7	33.3
	4	55	100	74.1	20.4	5.6	25.9
	5	20	100	75	20	5	25
	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

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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							
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
2010	3	30	100	39.3	46.4	14.3	60.7
	4	55	100	51.9	37	11.1	48.1
	5	19	100	52.6	31.6	15.8	47.4
	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
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
2010	3	62	96.8	39.3	42.9	17.9	60.7
	4	55	100	50	33.3	16.7	50
	5	39	97.4	42.1	39.5	18.4	57.9
	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

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