

CHESTER PARK ELEMENTARY SCHOOL OF FINE ARTS

835A Lancaster Highway
Chester, South Carolina

Grades	PK-5 Elementary School	
Enrollment	606 Students	
Principal	Anne Stone	803-581-7279
Superintendent	Mr. John Taylor	803-385-6122
Board Chair	Mrs. Maggie James	803-581-4330

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Below Average	Average
2008	Below Average	At-Risk
2007	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 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://eoc.sc.gov>

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

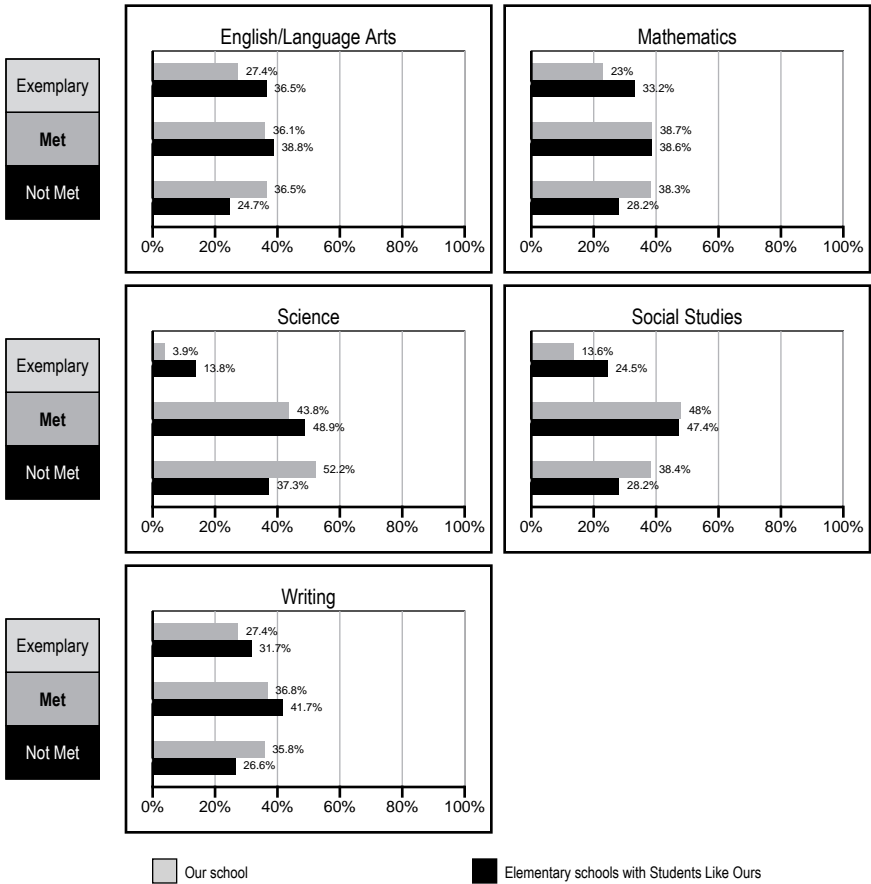
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	23	86	9	0

* Ratings are calculated with data available by 11/09/2011.

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=606)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.5%	Down from 3.6%	1.3%	1.1%
Attendance rate	95.4%	No Change	95.9%	96.2%
Served by gifted and talented program	15.8%	Down from 19.5%	11.6%	13.4%
With disabilities other than speech	5.4%	Down from 7.3%	4.9%	4.1%
Older than usual for grade	0.8%	Down from 1.6%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	58.5%	Up from 57.1%	60.0%	62.5%
Continuing contract teachers	92.7%	Down from 97.6%	90.0%	88.2%
Teachers returning from previous year	90.1%	Down from 91.4%	87.7%	87.8%
Teacher attendance rate	98.6%	Up from 95.5%	95.1%	95.2%
Average teacher salary*	\$48,429	Up 2.5%	\$46,593	\$46,773
Professional development days/teacher	8.4 days	Up from 6.1 days	11.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 20.3 to 1	19.6 to 1	19.9 to 1
Prime instructional time	93.7%	Up from 90.2%	90.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 92.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,851	Up 0.8%	\$7,459	\$7,447
Percent of expenditures for instruction**	81.0%	Down from 83.3%	67.3%	68.4%
Percent of expenditures for teacher salaries**	78.8%	Down from 81.1%	64.7%	65.8%

* 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

The Chester Park Complex serves approximately 1600 students divided into three school of choice. As part of the larger complex, Chester Park Elementary School of the Arts serves approximately 611 students in Kind. – 5th grades 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 school Strategically Mixes Arts and Academics to Reach academic goals as we Teach Students. This "SMARTS" model is incorporated into the vision of the school.

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 \$90,000.00 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 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. Most 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 live performances (both in the school and the community), and achievement awards. The school offers after-school clubs such as art club, music club, dance, drama, and mime 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 identifying the needs of students and providing extra support.

Thank you for your involvement in our school!

Sincerely,
Anne Stone, Principal
Bobby Bass, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	91	64
Percent satisfied with learning environment	100.0%	87.6%	74.2%
Percent satisfied with social and physical environment	100.0%	86.8%	76.2%
Percent satisfied with school-home relations	97.1%	90.1%	84.1%

* 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 14 out of 21 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

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	6.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	293	100	35.3	35.7	29	76.3	72.5	82.4	No	Yes
Gender										
Male	144	100	41.7	33.1	25.2	71.2	67.7	78.7	N/A	N/A
Female	149	100	29.2	38.2	32.6	81.3	77.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	141	100	24.1	38	38	83.9	79.1	88.9	Yes	Yes
African American	146	100	45.7	33.6	20.7	67.9	65.1	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.3	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	86.7	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	44	100	56.8	25	18.2	47.7	33.9	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	100	40.7	34.9	24.4	72.2	68.2	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	293	100	37.5	38.5	24	70.7	71.5	81.9	No	Yes
Gender										
Male	144	100	38.1	38.8	23	70.5	69.7	79.9	N/A	N/A
Female	149	100	36.8	38.2	25	70.8	73.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	141	100	29.2	38	32.8	78.8	76.8	88.9	Yes	Yes
African American	146	100	46.4	39.3	14.3	62.1	65.8	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	44	100	47.7	36.4	15.9	56.8	43.9	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	88.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	100	42.6	40.2	17.2	66	66.9	74.9	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	188	100	50.5	43.5	6	49.5	56.9	68.6
Gender								
Male	97	100	47.4	43.2	9.5	52.6	56.4	68.3
Female	91	100	53.9	43.8	2.2	46.1	57.5	68.9
Racial/Ethnic Group								
White	90	100	36.4	54.5	9.1	63.6	70.4	80.7
African American	93	100	65.9	31.9	2.2	34.1	42.7	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	83.3	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.5	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	26	100	53.8	30.8	15.4	46.2	30.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.3	60.7
Socio-Economic Status								
Subsidized meals	141	100	55.8	40.6	3.6	44.2	49.4	57.3
Social Studies								
All Students	191	100	37.2	48.6	14.2	62.8	60.5	72.5
Gender								
Male	93	100	34.8	48.3	16.9	65.2	60.6	72
Female	98	100	39.4	48.9	11.7	60.6	60.5	73.1
Racial/Ethnic Group								
White	96	100	29	49.5	21.5	71	69.9	81
African American	91	100	45.3	47.7	7	54.7	49.9	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.7	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	75	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	33	100	48.5	39.4	12.1	51.5	32.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	85	69.7
Socio-Economic Status								
Subsidized meals	143	100	44.4	46.7	8.9	55.6	53	62.9

Abbreviations for Missing Data

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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	102	97.1	35.8	36.8	27.4	64.2	60.1	73.2	95.4	95.3
Gender										
Male	41	95.1	39.5	42.1	18.4	60.5	55.9	67.2	95.1	95
Female	61	98.4	33.3	33.3	33.3	66.7	64.5	79.4	95.7	95.5
Racial/Ethnic Group										
White	45	97.8	27.9	39.5	32.6	72.1	68.3	81.5	95	94.7
African American	55	96.4	42	36	22	58	51.1	61.3	95.7	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98.8	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	95.4	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	94.6	94.3
Disability Status										
Disabled	20	85	64.7	29.4	5.9	35.3	21.6	26	94.3	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	95.1	96.5
Socio-Economic Status										
Subsidized meals	71	97.2	45.5	36.4	18.2	54.5	53	63.2	95	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							
2010	3	95	100	28.4	32.6	38.9	71.6
	4	102	100	43.2	34.7	22.1	56.8
	5	91	100	27	48.3	24.7	73
	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
2011	3	102	100	33.3	25.3	41.4	66.7
	4	86	100	38.1	46.4	15.5	61.9
	5	103	100	35.7	37.8	26.5	64.3
	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
Mathematics							
2010	3	95	100	29.5	34.7	35.8	70.5
	4	102	100	36.8	41.1	22.1	63.2
	5	91	100	39.3	43.8	16.9	60.7
	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
2011	3	102	100	45.5	25.3	29.3	54.5
	4	86	100	32.1	47.6	20.2	67.9
	5	103	100	34.7	43.9	21.4	65.3
	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							
2010	3	49	100	42.9	28.6	28.6	57.1
	4	100	99	46.7	51.1	2.2	53.3
	5	45	100	45.5	45.5	9.1	54.5
	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
2011	3	52	100	54.9	37.3	7.8	45.1
	4	85	100	51.8	45.8	2.4	48.2
	5	50	100	44.9	46.9	8.2	55.1
	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							
2010	3	48	97.9	46.8	38.3	14.9	53.2
	4	101	100	38.3	51.1	10.6	61.7
	5	46	100	20	55.6	24.4	80
	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
2011	3	50	100	43.8	29.2	27.1	56.3
	4	86	100	40.5	52.4	7.1	59.5
	5	54	100	26	60	14	74
	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							
2010	3	98	95.9	29.8	40.4	29.8	70.2
	4	103	96.1	34	43.6	22.3	66
	5	92	98.9	33.7	39.3	27	66.3
	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
2011	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	102	97.1	35.8	36.8	27.4	64.2
	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

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