



Chester Park Center of Literacy through Technology

835B Lancaster Highway
Chester, SC 29706

Grades	K-5 Elementary School	
Enrollment	511 Students	
Principal	Kristin Langdale	803-581-7275
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	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk
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

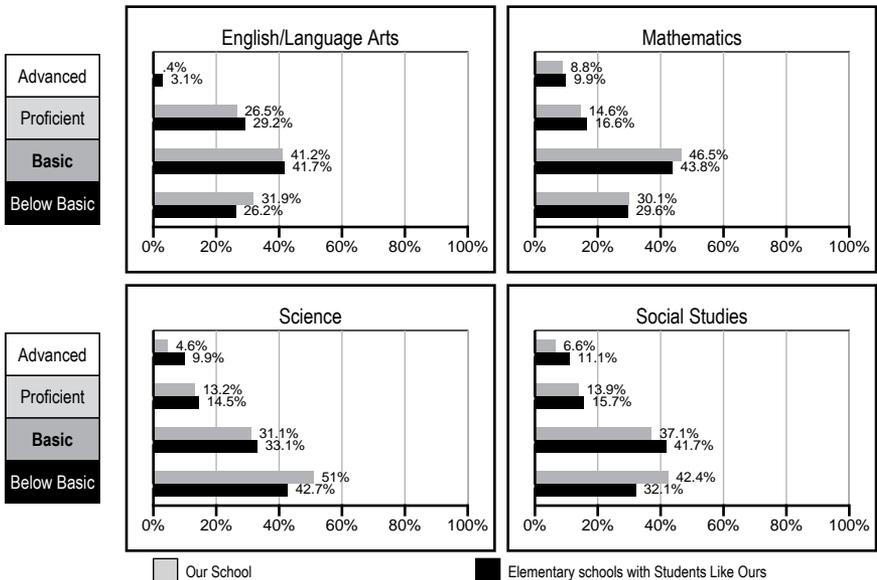
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	21	62	9

* 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=511)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	8.3%	Down from 11.2%	2.8%	2.3%
Attendance rate	95.6%	Down from 95.7%	96.0%	96.3%
Eligible for gifted and talented	13.3%	Down from 17.6%	6.5%	10.4%
With disabilities other than speech	6.4%	Down from 6.6%	8.9%	7.5%
Older than usual for grade	1.6%	Down from 2.0%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	62.9%	Up from 58.3%	54.2%	56.7%
Continuing contract teachers	74.3%	Down from 83.3%	74.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	72.2%	N/A	85.5%	86.4%
Teacher attendance rate	94.8%	Up from 92.6%	94.9%	94.9%
Average teacher salary	\$43,423	Up 1.2%	\$44,314	\$45,345
Professional development days/teacher	10.3 days	Down from 10.6 days	13.1 days	12.6 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.8 to 1	18.0 to 1	18.5 to 1
Prime instructional time	88.0%	Up from 86.2%	89.1%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Up from 97.8%	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,044	Up 16.4%	\$7,412	\$7,052
Percent of expenditures for instruction*	82.7%	Down from 85.1%	69.1%	69.1%
Percent of expenditures for teacher salaries*	74.6%	Down from 79.0%	64.2%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Chester Park Center of Literacy through Technology (COLT), located within the Chester Park Complex, serves approximately 500 students in Kindergarten through 5th grade. Because Chester Park Complex offers parent choice for school enrollment, students have chosen to attend COLT due to the emphasis on technology. COLT students are high tech with high expectations for applying real world technology to the learning process. To fulfill this mission, COLT teachers are experts in not only teaching pedagogy but also technology applications and integration.

Building on the strong foundation already in existence, technology advances were made this year for both classroom instruction and student participation. 3rd – 5th grade classes were supplied with two to five laptop computers. All 2nd – 5th graders received a jumpdrive to support the development of an electronic portfolio. Grade level technology standards based on NETS (National Education Technology Standards) were used as the criteria for students to receive technology proficiency recognition. K-3rd grade classes were equipped this year with Front Row Systems which allow students to hear their teacher through surround sound speakers.

In addition to providing technology proficiency recognition, COLT continued the 9-weeks awards already established for students such as COLT Club for all A's/E's, A/B Honor Roll, Behavior Recognition, etc. Students are given lanyards and receive pins throughout the year for their hard work. On a monthly basis, teachers select a COLT Kid and students select a Proud To Be Polite student for citizenship recognition.

The faculty focused on levels of instruction through the application of the Bloom's Taxonomy, adherence to standards-based lessons, and data analysis. Using MAP scores as well as teacher prepared tests, teacher teams met together to develop and administer pre and post assessments to determine instructional needs and match this information to differentiated instruction

Based on data from several sources such as MAP, Dominie, and PACT, interventions were planned for students in the areas of math and reading. COLT's 3rd – 5th grade SOAR (Students Overcoming Adversity in Reading) students met with a certified reading interventionist daily to boost reading levels. This program had great success with 98% of students showing reading gains as measured by MAP. A paraprofessional provided assistance in the area of math by working with classroom teachers and offering small group tutoring. Both before and after school programs were offered throughout the school year. Out of 311 2nd – 4th graders, 250 students met their goals in either reading or math during MAP spring testing.

Because at COLT we know that students have varied interests, over 22 clubs were offered through AcE (Acceleration and Enrichment). Opportunities included Lego-Robotics, Brain Games, Drama, Step, and Handbells.

As we reflect on this year and look forward to the next, we can be assured that COLT has continued to "blaze a trail" of excellence in technology and learning.

Kristin Langdale, Principal/Anthony Scott, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	78	54
Percent satisfied with learning environment	94.7%	83.3%	78.8%
Percent satisfied with social and physical environment	94.7%	80.8%	70.4%
Percent satisfied with school-home relations	75.7%	83.3%	77.8%

* 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 11 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

Continuing School Improvement

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

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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	235	100	31.9	41.2	26.5	0.4	38.1	33.7	48.2	No	Yes
Gender											
Male	134	100	36.2	40.2	22.8	0.8	36.2	28.6	41.7	N/A	N/A
Female	101	100	26.3	42.4	31.3	0	40.4	39.3	55	N/A	N/A
Racial/Ethnic Group											
White	104	100	25.3	39.4	34.3	1	48.5	42.7	60	Yes	Yes
African American	130	100	36.5	42.9	20.6	0	30.2	24.1	31.7	No	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	1	I/S	I/S	I/S	I/S	I/S	I/S	36	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	24	100	82.6	17.4	0	0	4.3	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	1	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	164	100	38.1	40	21.3	0.6	32.9	25.1	34	No	Yes

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

All Students	235	100	30.1	46.5	14.6	8.8	37.6	33.3	45.8	No	Yes
Gender											
Male	134	100	32.3	38.6	17.3	11.8	39.4	33.5	45.6	N/A	N/A
Female	101	100	27.3	56.6	11.1	5.1	35.4	33.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	104	100	21.2	42.4	23.2	13.1	49.5	45.9	59	Yes	Yes
African American	130	100	37.3	49.2	7.9	5.6	28.6	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	1	I/S	I/S	I/S	I/S	I/S	I/S	24	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	24	100	73.9	26.1	0	0	4.3	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	1	I/S	I/S	I/S	I/S	I/S	I/S	40	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	164	100	38.1	42.6	12.3	7.1	32.3	23.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	157	100	51	31.1	13.2	4.6	17.9	23.3	35.7	95.6	95.4
Gender											
Male	88	100	53.6	25	14.3	7.1	21.4	26.4	37.4	95.3	95.1
Female	69	100	47.8	38.8	11.9	1.5	13.4	19.7	33.8	96.1	95.7
Racial/Ethnic Group											
White	71	100	29.4	35.3	26.5	8.8	35.3	35.3	49.2	94.9	94.9
African American	85	100	68.3	28	2.4	1.2	3.7	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	97.6	95.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	98.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	92.1
Disability Status											
Disabled	16	100	86.7	13.3	0	0	0	13	14	94.6	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	I/S	23.1	24.4	98.1
Socio-Economic Status											
Subsided meals	112	100	61.3	25.5	8.5	4.7	13.2	13.5	21.1	95.3	94.9
Social Studies											
All Students	156	100	42.4	37.1	13.9	6.6	20.5	23.9	34	95.6	95.4
Gender											
Male	84	100	47.5	28.8	13.8	10	23.8	26.7	36.6	95.3	95.1
Female	72	100	36.6	46.5	14.1	2.8	16.9	21	31.3	96.1	95.7
Racial/Ethnic Group											
White	69	100	40.9	31.8	16.7	10.6	27.3	33.9	44.5	94.9	94.9
African American	86	100	44	40.5	11.9	3.6	15.5	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	97.6	95.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	31.8	27.5	98.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	92.1
Disability Status											
Disabled	17	100	68.8	25	6.3	0	6.3	15.1	14.4	94.6	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	I/S	33.3	27.3	98.1
Socio-Economic Status											
Subsided meals	104	100	44.4	39.4	12.1	4	16.2	16.6	21	95.3	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	73	100	25	34.7	37.5	2.8	40.3	
	4	79	100	31.6	40.5	25.3	2.5	27.8	
	5	80	100	43	40.5	16.5	0	16.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	77	100	20.3	40.5	37.8	1.4	39.2	
	4	78	100	34.2	38.2	27.6	0	27.6	
	5	80	100	40.8	44.7	14.5	0	14.5	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	73	100	26.4	55.6	15.3	2.8	18.1	
	4	79	100	30.4	31.6	19	19	38	
	5	80	100	39.2	36.7	19	5.1	24.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	77	100	28.4	55.4	6.8	9.5	16.2	
	4	78	100	22.4	50	15.8	11.8	27.6	
	5	80	100	39.5	34.2	21.1	5.3	26.3	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	37	100	63.9	27.8	2.8	5.6	8.3	
	4	79	100	48.1	31.6	16.5	3.8	20.3	
	5	41	100	70	20	7.5	2.5	10	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	43.2	45.9	8.1	2.7	10.8	
	4	78	100	44.7	35.5	13.2	6.6	19.7	
	5	40	100	71.1	7.9	18.4	2.6	21.1	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	36	100	22.2	55.6	19.4	2.8	22.2	
	4	79	100	39.2	41.8	15.2	3.8	19	
	5	39	100	48.7	33.3	10.3	7.7	17.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	32.4	48.6	16.2	2.7	18.9	
	4	78	100	38.2	39.5	13.2	9.2	22.4	
	5	40	100	60.5	21.1	13.2	5.3	18.4	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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