



SC Annual School Report Card Summary

Chester Park Center of Literacy through Technology
 Chester
 Grades: K-5 Enrollment: 511
 Principal: Kristin Langdale
 Superintendent: Mr. Larry Heath
 Board Chair: Denise Lawson

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/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Below Average	At-Risk	TBD	Not Met	CSI
2007	Below Average	Below Average	N/A	Not Met	NI
2006	Below Average	At-Risk	N/A	Not Met	N/A

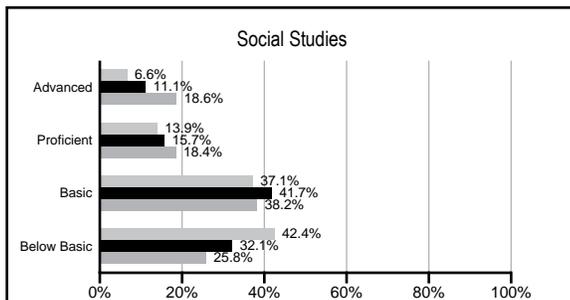
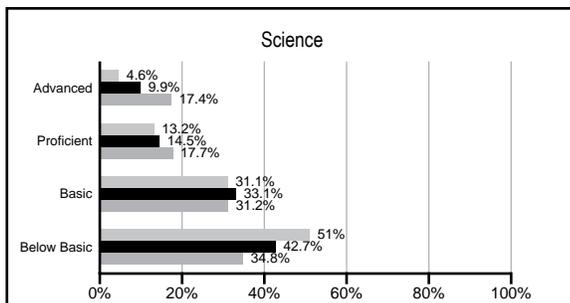
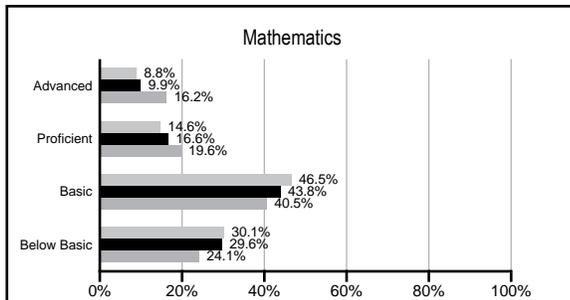
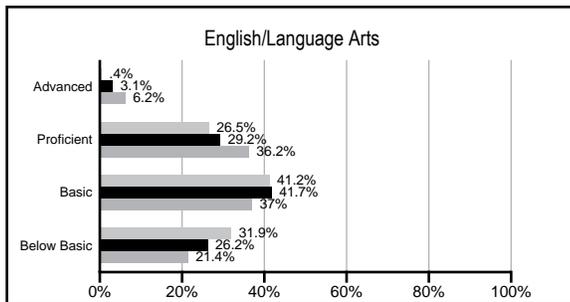
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	21	62	9

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

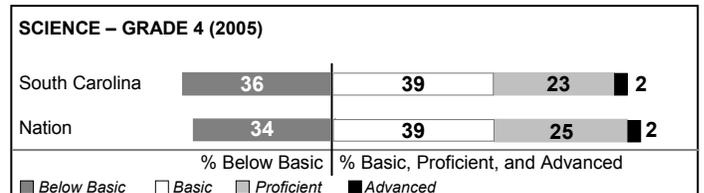
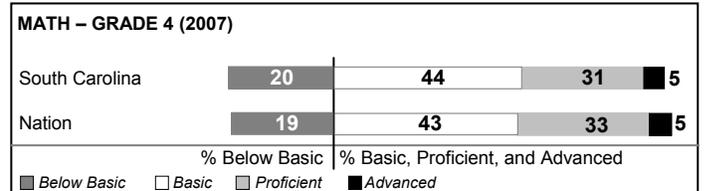
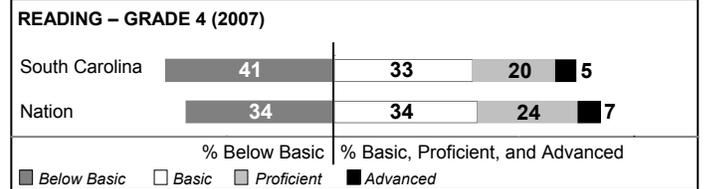
PACT PERFORMANCE

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 Goal: TBD

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 Center of Literacy through Technology [Ches

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=511)				
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%
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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
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%
% of AYP objectives met	64.7%		76.9%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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, Dominion, 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.

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