

CHESTER PARK CENTER OF LITERACY THROUGH T

835B Lancaster Highway
Chester, SC 29706

Grades	PK-5 Elementary School	
Enrollment	499 Students	
Principal	Kristin Langdale	803-581-7275
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	Below Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	At-Risk
2007	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://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

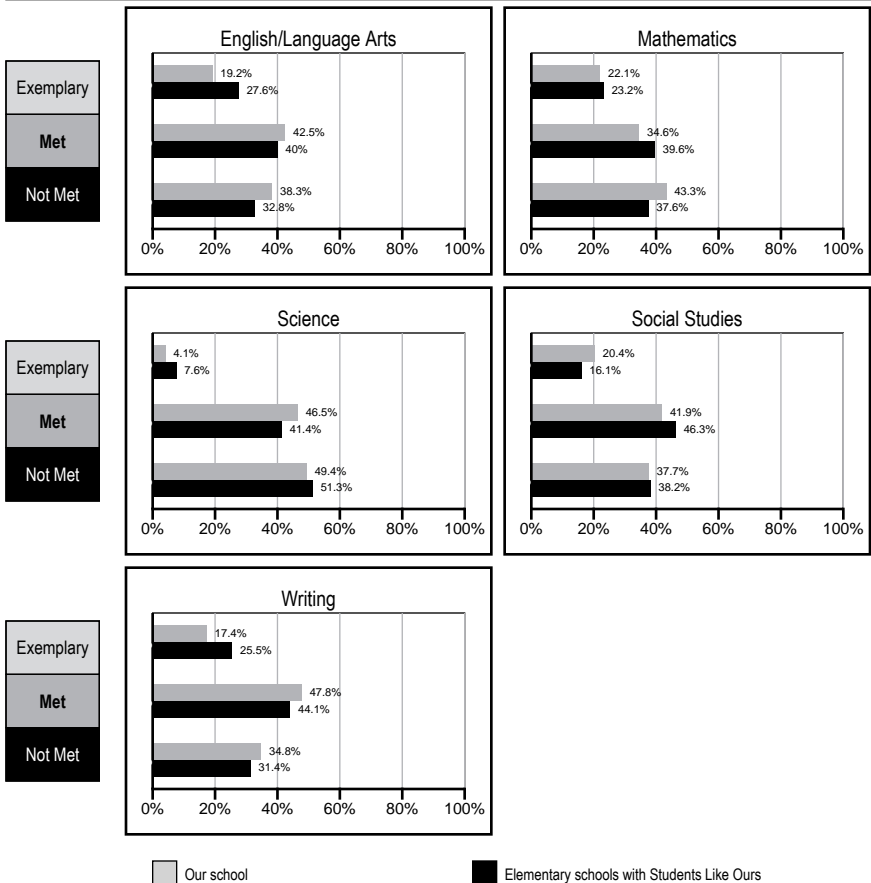
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	109	53	21

* 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=499)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 2.3%	1.5%	1.1%
Attendance rate	95.5%	Up from 94.9%	95.9%	96.2%
Served by gifted and talented program	14.6%	Up from 11.2%	6.0%	13.4%
With disabilities other than speech	2.8%	Down from 4.8%	4.3%	4.1%
Older than usual for grade	0.6%	Down from 1.7%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	87.1%	Up from 60.0%	61.8%	62.5%
Continuing contract teachers	96.8%	Up from 82.9%	83.3%	88.2%
Teachers returning from previous year	82.7%	Up from 82.4%	85.4%	87.8%
Teacher attendance rate	92.3%	Down from 94.9%	95.1%	95.2%
Average teacher salary*	\$45,695	Up 3.4%	\$45,312	\$46,773
Professional development days/teacher	11.3 days	Up from 6.6 days	10.5 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.5	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 18.5 to 1	17.7 to 1	19.9 to 1
Prime instructional time	86.3%	Down from 89.3%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Up from 92.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$4,808	Down 14.6%	\$8,267	\$7,447
Percent of expenditures for instruction**	83.3%	Up from 81.8%	67.9%	68.4%
Percent of expenditures for teacher salaries**	81.0%	Up from 73.8%	64.5%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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. 2nd – 5th grade students continued to use their jumpdrives to maintain electronic portfolios. Students in 3rd – 5th grades blogged, emailed and used a digital dropbox for assignment submission. Our K-2nd grade classes had XO computers for students to chat, read online books, and create videos. 4th grade students continued in the pattern of the grade level specific one on one laptop program. 4th grade teachers also received a grant to implement robotics into the science curriculum. Our new technology addition this year was HUE's which are document cameras used for interactive instruction. All teachers routinely use their Promethean Boards, ActiVotes, and Front Row system to create a technology oriented learning environment for students.

Character education and student recognition traditions are strong at COLT. Both teachers and students are involved in recognizing COLT character by teachers selecting a COLT KID each month and students selecting a "Proud to be Polite" classmate each quarter. Several times throughout the year, students are recognized for academic achievement in Pinning Ceremonies.

COLT was selected for this school year to partner with Winthrop University through their NETSCOPE project which focuses on teacher quality. Nine teacher interns joined in our work with students due to this opportunity.

COLT had reason to celebrate this year based on increasing academic performance as was demonstrated by making AYP and removal from the NCLB School Improvement List! PASS test scores confirm this improvement: In ELA, Math and Science, COLT's met category exceeded the statewide school's met percentage.

Students at COLT had the opportunity to not only excel academically but also grow socially and culturally. Afterschool club offerings such as Drama, Recycling, Art, Music, and Cheer allowed students to explore and develop personal interests. Each grade took two field trips for cultural enrichment. COLT fourth and fifth grade students had the opportunity to visit Williamsburg, VA (4th grade) and Washington, DC (5th gr.)

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

Kristin Langdale, Principal
Tony Scott, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	70	53
Percent satisfied with learning environment	95.5%	87.0%	77.4%
Percent satisfied with social and physical environment	95.5%	78.6%	76.9%
Percent satisfied with school-home relations	72.7%	82.9%	84.6%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable

NAV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 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

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	4.1%	0.0%	No
Student attendance rate	95.5%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	250	100	38.3	42.5	19.2	74.6	72.5	82.4	No	Yes
Gender										
Male	130	100	40.5	42.1	17.5	73.8	67.7	78.7	N/A	N/A
Female	120	100	36	43	21.1	75.4	77.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	72	100	28.4	44.8	26.9	82.1	79.1	88.9	Yes	Yes
African American	175	100	42.4	41.2	16.5	71.8	65.1	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	86.7	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	29	100	75.9	20.7	3.4	48.3	33.9	48.1	I/S	I/S
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	216	100	40.4	43.3	16.3	73.6	68.2	75.4	No	Yes

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

All Students	250	100	43.3	34.6	22.1	68.3	71.5	81.9	No	Yes
Gender										
Male	130	100	43.7	29.4	27	65.9	69.7	79.9	N/A	N/A
Female	120	100	43	40.4	16.7	71.1	73.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	72	100	32.8	34.3	32.8	70.1	76.8	88.9	No	Yes
African American	175	100	47.6	35.3	17.1	67.6	65.8	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	29	100	N/AV	N/AV	N/AV	51.7	43.9	47.3	I/S	I/S
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	216	100	46.2	34.1	19.7	66.8	66.9	74.9	No	Yes

* 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

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	175	100	49.4	46.5	4.1	50.6	56.9	68.6
Gender								
Male	87	100	44	50	6	56	56.4	68.3
Female	88	100	54.7	43	2.3	45.3	57.5	68.9
Racial/Ethnic Group								
White	49	100	31.1	60	8.9	68.9	70.4	80.7
African American	123	100	57.4	40.2	2.5	42.6	42.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	85.3
Hispanic	2	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	22	100	N/AV	N/AV	N/AV	22.7	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	150	100	52.1	45.2	2.7	47.9	49.4	57.3
Social Studies								
All Students	174	100	37.7	41.9	20.4	62.3	60.5	72.5
Gender								
Male	92	100	35.6	40	24.4	64.4	60.6	72
Female	82	100	40.3	44.2	15.6	59.7	60.5	73.1
Racial/Ethnic Group								
White	52	100	30	38	32	70	69.9	81
African American	120	100	41.7	43.5	14.8	58.3	49.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	27.8	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	148	100	41.3	42.7	16.1	58.7	53	62.9

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	74	100	34.8	47.8	17.4	65.2	60.1	73.2	95.5	95.3
Gender										
Male	40	100	28.9	55.3	15.8	71.1	55.9	67.2	95.2	95
Female	34	100	41.9	38.7	19.4	58.1	64.5	79.4	96	95.5
Racial/Ethnic Group										
White	29	100	30.8	57.7	11.5	69.2	68.3	81.5	94.6	94.7
African American	45	100	37.2	41.9	20.9	62.8	51.1	61.3	95.9	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	96.2	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	87.7	94.3
Disability Status										
Disabled	11	100	54.5	36.4	9.1	45.5	21.6	26	95.1	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	95.3	96.5
Socio-Economic Status										
Subsidized meals	60	100	35.7	46.4	17.9	64.3	53	63.2	95.5	94.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	101	100	39.2	40.2	20.6	60.8
	4	73	100	31.4	47.1	21.4	68.6
	5	76	100	47.3	40.5	12.2	52.7
	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	77	100	41.9	31.1	27	58.1
	4	99	100	39.2	47.4	13.4	60.8
	5	74	100	33.3	47.8	18.8	66.7
	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
Mathematics							
2010	3	101	100	59.8	29.9	10.3	40.2
	4	73	100	30	44.3	25.7	70
	5	76	100	43.2	45.9	10.8	56.8
	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	77	100	54.1	24.3	21.6	45.9
	4	99	100	37.1	39.2	23.7	62.9
	5	74	100	40.6	39.1	20.3	59.4
	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
Science							
2010	3	51	100	67.3	26.5	6.1	32.7
	4	73	100	27.1	67.1	5.7	72.9
	5	39	100	52.6	44.7	2.6	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
2011	3	39	100	60.5	34.2	5.3	39.5
	4	99	100	46.4	48.5	5.2	53.6
	5	37	100	N/AV	N/AV	N/AV	54.3
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	50	100	37.5	45.8	16.7	62.5
	4	73	100	27.1	48.6	24.3	72.9
	5	37	100	58.3	38.9	2.8	41.7
	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	38	100	44.4	36.1	19.4	55.6
	4	99	100	32	47.4	20.6	68
	5	37	100	47.1	32.4	20.6	52.9
	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
Writing							
2010	3	102	100	49.5	40.4	10.1	50.5
	4	72	100	32.9	32.9	34.3	67.1
	5	78	98.7	48	34.7	17.3	52
	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	74	100	34.8	47.8	17.4	65.2
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample