



Crestview Elementary

509 American Legion Road
Greer, South Carolina

Grades	K-5 Elementary School	
Enrollment	667 Students	
Principal	Margaret Thomason	864-355-2600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Average
2007	Good	Excellent
2006	Good	Good
2005	Good	Good

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

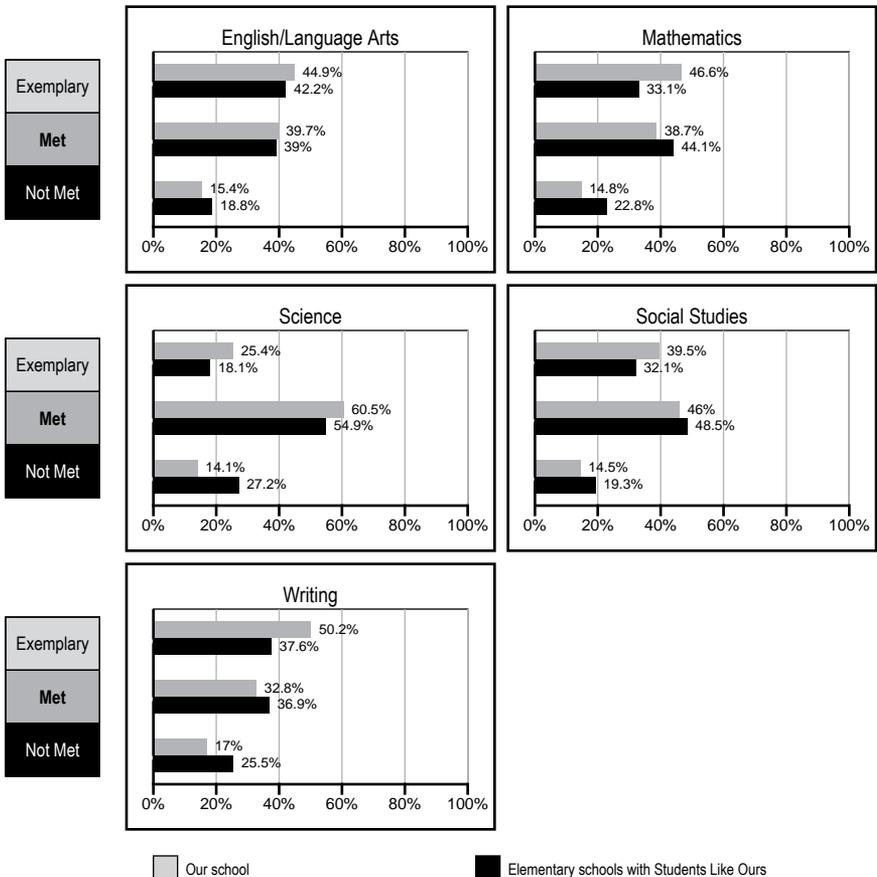
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	30	53	0	0

* Ratings are calculated with data available by 06/01/2010.

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=667)				
First graders who attended full-day kindergarten	94.2%	Up from 92.0%	100.0%	100.0%
Retention rate	3.5%	Down from 3.6%	2.0%	1.9%
Attendance rate	96.6%	Down from 96.7%	96.3%	96.3%
Eligible for gifted and talented	16.0%	Down from 16.1%	12.8%	10.0%
With disabilities other than speech	8.9%	Down from 10.3%	7.8%	7.7%
Older than usual for grade	0.2%	Down from 0.8%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	74.5%	Up from 69.6%	59.7%	59.4%
Continuing contract teachers	83.0%	Up from 71.7%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	76.2%	Down from 77.3%	88.1%	85.9%
Teacher attendance rate	97.8%	Up from 97.0%	95.2%	95.1%
Average teacher salary*	\$47,133	Up 5.7%	\$47,211	\$47,149
Professional development days/teacher	12.4 days	Down from 13.1 days	10.6 days	11.1 days
School				
Principal's years at school	21.0	Up from 20.0	5.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 18.8 to 1	19.3 to 1	18.8 to 1
Prime instructional time	94.0%	Up from 92.7%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,156	Up 6.3%	\$6,907	\$7,458
Percent of expenditures for instruction**	66.6%	Down from 69.5%	69.4%	68.8%
Percent of expenditures for teacher salaries**	63.2%	Down from 64.5%	64.4%	63.2%

* 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

Crestview Elementary was selected as one of five South Carolina public schools to receive the prestigious 2008 National Blue Ribbon Award. The national No Child Left Behind-Blue Ribbon Schools Program, run by the U.S. Department of Education, recognizes public and private K-12 schools that are either academically superior or that demonstrate dramatic gains in student achievement. National Blue Ribbon Schools are considered models of excellence that other schools can emulate. All winners had to have made Adequately Yearly Progress (AYP) under NCLB for the 2006-2007 and 2007-2008 school years. Crestview was the only elementary school in Greenville County to receive the designation of a Palmetto Gold Award for Closing the Gap. This is a designation by the South Carolina Department of Education for reducing the academic gap between minority and non-minority students.

Crestview Elementary's Odyssey of the Mind team was declared World Champions, capturing first place in their division at the Odyssey of the Mind World Finals in Ames, Iowa. The students competed against 53 teams from around the World, including teams from China, Japan, Poland, and Germany. Of the team competing from South Carolina, Crestview's team was the only state team to earn a medal.

The School Improvement Council monitored afternoon dismissal, provided parent workshops, and monitored a safe and affordable on-site daycare program. 2008-2009 was a very successful year. Thank you for your support.

Margaret Thomason, Principal
David Wagner, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	105	47
Percent satisfied with learning environment	100.0%	90.5%	93.6%
Percent satisfied with social and physical environment	97.8%	89.4%	95.7%
Percent satisfied with school-home relations	95.7%	93.3%	91.5%

* 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

YES

This school met 21 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	96.6%	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 = 58.8% (Met or Exemplary)

All Students	323	100	15.2	39.4	45.5	92.6	84	82.8	Yes	Yes
Gender										
Male	154	100	13.7	34.9	51.4	93.2	80.8	79.3	N/A	N/A
Female	169	100	16.5	43.3	40.2	92.1	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	200	100	10.3	34.5	55.2	93.8	89.5	89.5	Yes	Yes
African American	80	100	21.3	56	22.7	90.7	72.7	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	36	100	32.4	29.4	38.2	88.2	74.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	49	100	42.2	42.2	15.6	77.8	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	27.6	41.4	31	89.7	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	170	100	22.9	45.2	31.8	90.4	74.4	75.5	Yes	Yes

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

All Students	323	100	14.5	39.4	46.1	92.3	80.9	78.9	Yes	Yes
Gender										
Male	154	100	11.6	35.6	52.7	94.5	79.6	77	N/A	N/A
Female	169	100	17.1	42.7	40.2	90.2	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	200	100	9.8	36.6	53.6	94.3	87	87.2	Yes	Yes
African American	80	100	25.3	44	30.7	86.7	66.3	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	36	100	17.6	41.2	41.2	91.2	75.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	49	100	37.8	46.7	15.6	75.6	48.1	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	13.8	44.8	41.4	96.6	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	170	100	21	41.4	37.6	87.9	70.5	70.2	Yes	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	216	100	13.9	59.3	26.8	86.1	71.3	67.5
Gender								
Male	100	100	15.5	53.6	30.9	84.5	70.8	67
Female	116	100	12.5	64.3	23.2	87.5	71.8	68
Racial/Ethnic Group								
White	134	100	8.4	55.7	35.9	91.6	79.5	79.5
African American	52	100	24	68	8	76	53	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	28	100	15.4	65.4	19.2	84.6	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	31	100	42.9	39.3	17.9	57.1	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	22	100	20	60	20	80	60.4	59.6
Socio-Economic Status								
Subsided meals	118	100	18	67.6	14.4	82	57.5	55.1
Social Studies								
All Students	212	100	14.4	46	39.6	85.6	75.7	72.3
Gender								
Male	95	100	10.1	38.2	51.7	89.9	75.1	71.5
Female	117	100	17.7	52.2	30.1	82.3	76.3	73.2
Racial/Ethnic Group								
White	132	100	12.6	41.7	45.7	87.4	81.7	80.7
African American	50	100	13.3	60	26.7	86.7	61.5	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	25	100	24	36	40	76	69	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	31	100	25	64.3	10.7	75	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	22	100	14.3	52.4	33.3	85.7	69	67.9
Socio-Economic Status								
Subsided meals	109	100	17.2	52.5	30.3	82.8	63.9	62.1

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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	323	97.8	16.8	32.9	50.3	83.2	72.9	70.2	96.6	96.5
Gender										
Male	153	97.4	16.8	33.6	49.7	83.2	66.4	63.2	96.7	96.4
Female	170	98.2	16.8	32.3	50.9	83.2	79.7	77.5	96.5	96.5
Racial/Ethnic Group										
White	201	98.5	12.5	29.7	57.8	87.5	80.5	79.1	96.5	96.3
African American	78	96.2	23.6	43.1	33.3	76.4	57.1	57.6	96.4	96.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.3	86.2	98.1	97.6
Hispanic	36	97.2	24.2	33.3	42.4	75.8	61.3	62.6	97.2	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	99	95.2
Disability Status										
Disabled	46	89.1	42.1	44.7	13.2	57.9	28.4	26.1	96.3	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	31	96.8	25	39.3	35.7	75	60.5	61.2	97.1	97.2
Socio-Economic Status										
Subsidized meals	169	95.9	20.5	41.7	37.7	79.5	58.8	58.9	96	95.8

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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	108	100	19	38.1	42.9	81
	4	106	100	19.6	37.3	43.1	80.4
	5	109	100	6.8	42.7	50.5	93.2
	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
Mathematics							
2009	3	108	100	30.5	32.4	37.1	69.5
	4	106	100	6.9	41.2	52	93.1
	5	109	100	5.8	44.7	49.5	94.2
	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
Science							
2009	3	54	100	30.2	47.2	22.6	69.8
	4	106	100	8.8	59.8	31.4	91.2
	5	56	100	7.4	70.4	22.2	92.6
	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
Social Studies							
2009	3	54	100	21.2	44.2	34.6	78.8
	4	105	100	7.9	47.5	44.6	92.1
	5	53	100	20.4	44.9	34.7	79.6
	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							
2009	3	110	99.1	25	26	49	75
	4	105	97.1	19.2	35.4	45.5	80.8
	5	108	97.2	5.9	37.6	56.4	94.1
	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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