



Crestview Elementary

509 American Legion Road
Greer, South Carolina

Grades	K-5 Elementary School	
Enrollment	733 Students	
Principal	Margaret Thomason	864-355-2600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Good	Excellent
2006	Good	Good
2005	Good	Good
2004	Excellent	Good

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

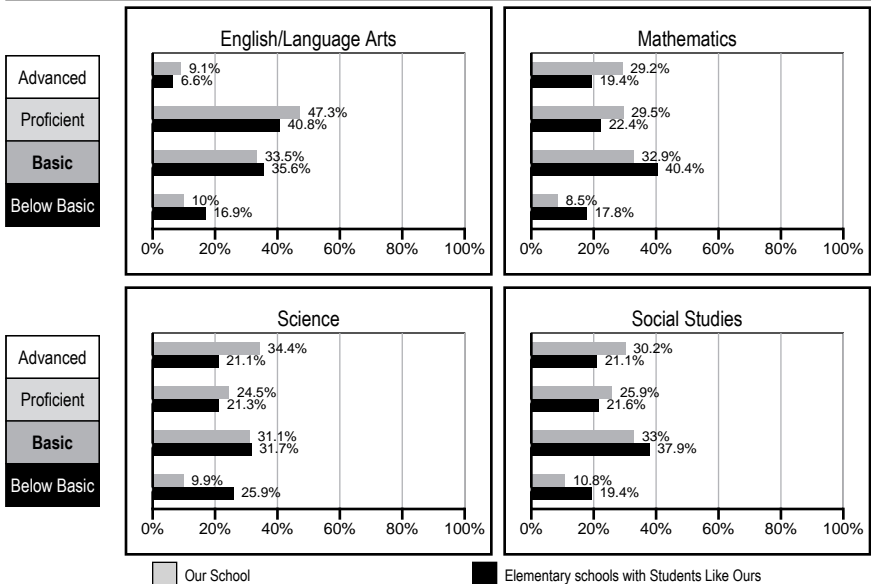
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	21	62	4	0

* 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=733)				
First graders who attended full-day kindergarten	92.0%	Down from 93.9%	100.0%	100.0%
Retention rate	3.6%	Down from 5.1%	2.2%	2.3%
Attendance rate	96.7%	Down from 96.8%	96.3%	96.3%
Eligible for gifted and talented	16.1%	Down from 19.0%	12.3%	10.4%
With disabilities other than speech	10.3%	Up from 8.2%	7.8%	7.5%
Older than usual for grade	0.8%	Down from 1.0%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	69.6%	Up from 67.4%	55.6%	56.7%
Continuing contract teachers	71.7%	Down from 76.1%	77.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.3%	Down from 81.7%	88.0%	86.4%
Teacher attendance rate	97.0%	Up from 96.6%	95.2%	94.9%
Average teacher salary	\$44,574	Up 7.2%	\$45,236	\$45,345
Professional development days/teacher	13.1 days	Down from 14.1 days	12.0 days	12.6 days
School				
Principal's years at school	20.0	Up from 19.0	3.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.0 to 1	18.9 to 1	18.5 to 1
Prime instructional time	92.7%	Up from 91.8%	90.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,793	Up 6.8%	\$6,445	\$7,052
Percent of expenditures for instruction*	69.5%	Down from 69.7%	69.7%	69.1%
Percent of expenditures for teacher salaries*	64.5%	Down from 69.7%	65.1%	64.2%

* 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

Crestview is one of two elementary schools in Greenville County to receive the designation of a Palmetto Gold Award School. This is a designation by the State Department of Education for outstanding academic performance on the PACT test in the areas of ELA, Math, Science, and Social Studies. As a result of making AYP with a population of high poverty students exceeding 40%, the State Department of Education nominated Crestview Elementary for the NCLB National Blue Ribbon Award of Excellence, one of the highest awards in the nation. Crestview was one of 5 schools in the state to receive this honor. We will be notified this fall of our status. If each student successfully meets their goal, we will be invited to Washington, DC and presented the award by President Bush. What a honor!

We are very proud of our Odyssey of the Mind (OM) team. OM is an international program that provides creative problem-solving for students. Students apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics. Our team scored number one in South Carolina and represented the state at the World Finals. At the World Finals, Crestview's OM team ranked number three in the world.

2007-2008 was a very exciting year: Busy Bee After School Day Care completed its first successful year of providing a safe and affordable on site daycare; PTA funded new playground equipment for the children; and over \$10,000 was raised by a committee of teachers through grants and fundraisers to build an outdoor classroom.

The mission of Crestview Elementary is to partner with the students, parents, and community to ensure that all students succeed in a safe, nurturing, and academically challenging environment. Our survey results indicate that parents, students, and staff believe that Crestview emphasizes academics, has strong administrative leadership and highly qualified teachers, provides frequent monitoring of achievement, and fosters supportive home-school relations. Thank you for your support. Working together, we can be a special place for children.

Margaret Thomason, Principal
Lori Stewart, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	102	62
Percent satisfied with learning environment	100.0%	98.0%	91.9%
Percent satisfied with social and physical environment	100.0%	97.1%	87.1%
Percent satisfied with school-home relations	100.0%	95.1%	85.0%

* 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 29 out of 29 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. 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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	338	100	9.8	32.9	46.8	10.5	70.5	52.4	48.2	Yes	Yes
Gender											
Male	168	100	8.1	38.8	45	8.1	69.4	46.1	41.7	N/A	N/A
Female	170	100	11.5	27.3	48.5	12.7	71.5	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	202	100	5.2	24.9	54.4	15.5	80.8	62.3	60	Yes	Yes
African American	83	100	17.3	50.6	28.4	3.7	51.9	31.7	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	44	100	18.6	39.5	39.5	2.3	53.5	36.7	38.4	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	46	100	29.5	31.8	25	13.6	45.5	20.3	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	41	100	19.5	43.9	31.7	4.9	48.8	36.1	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	173	100	13.4	43.9	37.2	5.5	56.1	34.3	34	Yes	Yes

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

All Students	338	100	8.3	32.3	30.5	28.9	71.1	49.5	45.8	Yes	Yes
Gender											
Male	168	100	6.9	29.4	35.6	28.1	76.3	49.9	45.6	N/A	N/A
Female	170	100	9.7	35.2	25.5	29.7	66.1	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	202	100	5.2	23.8	33.7	37.3	81.3	59.4	59	Yes	Yes
African American	83	100	13.6	51.9	23.5	11.1	50.6	27.2	26.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	44	100	14	37.2	27.9	20.9	60.5	37.4	38.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	46	100	18.2	34.1	31.8	15.9	52.3	20.1	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	41	100	12.2	41.5	24.4	22	63.4	38.4	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	173	100	12.2	42.7	25.6	19.5	61	32.2	31.4	Yes	Yes

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

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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	226	99.6	9.8	30.7	25.1	34.4	59.5	39.3	35.7	96.7	96.5
Gender											
Male	107	99.1	7.9	27.7	21.8	42.6	64.4	41.6	37.4	96.6	96.4
Female	119	100	11.4	33.3	28.1	27.2	55.3	36.9	33.8	96.7	96.6
Racial/Ethnic Group											
White	141	100	3.7	27.4	27.4	41.5	68.9	49.7	49.2	96.5	96.4
African American	54	98.2	23.5	43.1	17.6	15.7	33.3	18.2	17	96.5	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	98.2	97.7
Hispanic	24	100	17.4	30.4	26.1	26.1	52.2	23.7	24.9	97.3	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	98.9	95.3
Disability Status											
Disabled	33	97	33.3	23.3	30	13.3	43.3	16.3	14	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	23	100	17.4	39.1	21.7	21.7	43.5	22.6	24.4	97.1	97.2
Socio-Economic Status											
Subsided meals	115	99.1	14	42.1	25.2	18.7	43.9	21.3	21.1	96.2	95.8
Social Studies											
All Students	224	100	10.6	32.3	26.3	30.9	57.1	38.1	34	96.7	96.5
Gender											
Male	115	100	9.1	30	20.9	40	60.9	41	36.6	96.6	96.4
Female	109	100	12.1	34.6	31.8	21.5	53.3	35	31.3	96.7	96.6
Racial/Ethnic Group											
White	128	100	9.8	26.2	28.7	35.2	63.9	46.1	44.5	96.5	96.4
African American	60	100	13.3	43.3	21.7	21.7	43.3	20.5	19.1	96.5	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98.2	97.7
Hispanic	30	100	10.3	37.9	24.1	27.6	51.7	27.7	27.5	97.3	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	98.9	95.3
Disability Status											
Disabled	28	100	18.5	29.6	14.8	37	51.9	17.1	14.4	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	28	100	7.1	42.9	32.1	17.9	50	27.6	27.3	97.1	97.2
Socio-Economic Status											
Subsided meals	113	100	12.8	36.7	30.3	20.2	50.5	22.8	21	96.2	95.8

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

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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	123	100	5.4	25.9	51.8	17	68.8
	4	125	100	3.6	36.9	49.5	9.9	59.5
	5	104	99	8.2	48.5	41.2	2.1	43.3
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	108	100	10.6	28.8	46.2	14.4	60.6
	4	111	100	9.3	23.4	57	10.3	67.3
	5	119	100	9.6	45.6	37.7	7	44.7
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	123	100	5.4	53.6	26.8	14.3	41.1
	4	125	100	9	35.1	27.9	27.9	55.9
	5	104	100	8.2	45.9	25.5	20.4	45.9
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	108	100	13.5	44.2	23.1	19.2	42.3
	4	111	100	4.7	26.2	29	40.2	69.2
	5	119	100	7	27.2	38.6	27.2	65.8
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	63	100	12.5	37.5	28.6	21.4	50
	4	125	100	9.2	25.7	29.4	35.8	65.1
	5	52	100	28	12	30	30	60
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	57	100	7.4	42.6	35.2	14.8	50
	4	111	99.1	8.5	22.6	25.5	43.4	68.9
	5	58	100	14.5	34.5	14.5	36.4	50.9
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	62	100	5.7	37.7	47.2	9.4	56.6
	4	123	100	4.6	28.4	36.7	30.3	67
	5	52	100	22.9	39.6	18.8	18.8	37.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	3.9	45.1	31.4	19.6	51
	4	111	100	7.5	25.2	26.2	41.1	67.3
	5	61	100	22	33.9	22	22	44.1
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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