

CRESTVIEW ELEMENTARY

509 American Legion Road
Greer, South Carolina

Grades	K-5 Elementary School	
Enrollment	652 Students	
Principal	David Langston	864-355-2600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Excellent	Good
2008	Good	Average
2007	Good	Excellent
2006	Good	Good

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

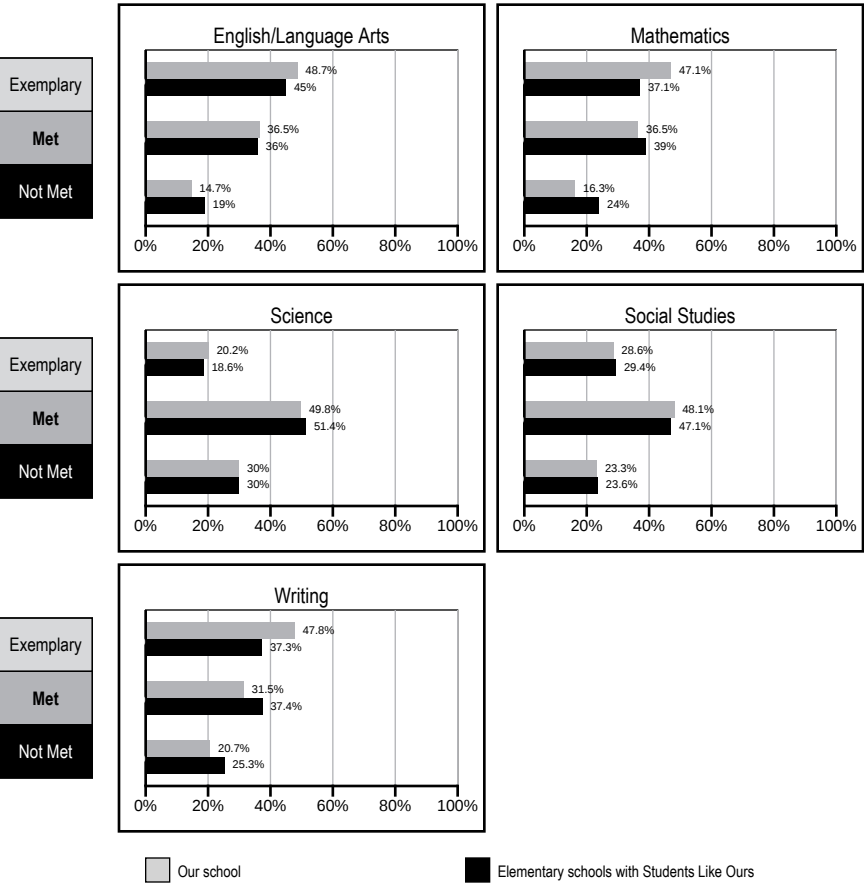
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	39	43	0	0

* Ratings are calculated with data available by 03/09/2011.

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=652)				
First graders who attended full-day kindergarten	100.0%	Up from 94.2%	100.0%	100.0%
Retention rate	2.3%	Down from 3.5%	1.2%	1.2%
Attendance rate	96.4%	Down from 96.6%	96.1%	96.1%
Eligible for gifted and talented	15.6%	Down from 16.0%	14.8%	11.7%
With disabilities other than speech	10.8%	Up from 8.9%	8.3%	8.0%
Older than usual for grade	0.5%	Up from 0.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	76.9%	Up from 74.5%	60.0%	60.5%
Continuing contract teachers	94.9%	Up from 83.0%	85.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.2%	Up from 76.2%	86.7%	87.0%
Teacher attendance rate	96.9%	Down from 97.8%	95.5%	95.4%
Average teacher salary*	\$48,926	Up 3.8%	\$47,490	\$47,288
Professional development days/teacher	12.8 days	Up from 12.4 days	10.2 days	10.5 days
School				
Principal's years at school	0.5	Down from 21.0	4.8	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 17.5 to 1	19.8 to 1	19.2 to 1
Prime instructional time	93.2%	Down from 94.0%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,640	Up 7.9%	\$6,958	\$7,548
Percent of expenditures for instruction**	68.9%	Up from 66.6%	68.9%	68.7%
Percent of expenditures for teacher salaries**	65.9%	Up from 63.2%	65.8%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

In compliance with the Education Improvement Act of 1984, the Annual Report is written and reported each year to keep parents and community members informed regarding the progress the school is making in meeting school and district goals and objectives. This report was developed by our School Improvement Council (SIC), which consists of administration, teachers, parents and community business representatives. The SIC works closely with the principal in examining the school's annual standardized testing data and setting goals that focus on specific areas of strength and weakness. Teacher, parent and student survey data is also examined by the SIC to determine internal and external perceptions regarding the overall school operations. Utilizing this information, a plan for improvement is established and published each year.

As a result of this improvement plan, Crestview students continue making steady gains on the state-wide Palmetto Assessment of State Standards (PASS) given annually to students in grades 3-8. With these steady gains, Crestview has once again been awarded the coveted Palmetto Gold Award for academic achievement and the Gold Award for Closing the Achievement Gap due to improvement within our many different sub-groups. These awards are given annually by the South Carolina State Department of Education.

We contribute much of our success to several long term initiatives which include a focus on student data, teacher collaboration, and professional development that fosters academic improvement for all students. It also can be attributed to the outstanding faculty and staff that work tirelessly to ensure that all of our students increase their academic ability in all subjects. Crestview continues to maintain a highly qualified and skilled staff whose main objective is the academic success of our students.

Crestview is also among a select group of schools that has once again met the federal requirements of Adequate Yearly Progress (AYP) as identified by the No Child Left Behind Act. This type of achievement would not be possible without the support Crestview receives from its parents, community members and business partners. Working together, Crestview will continue making great strides in student achievement.

In closing, we would like to say thank you to parents, teachers, community members, business partners and volunteers who work each and everyday to ensure the success of our number one priority; our children. Crestview will continue to be a place where... "In our school, all children succeed".

David Langston, Principal
David Wagner, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	96	66
Percent satisfied with learning environment	100.0%	93.8%	96.9%
Percent satisfied with social and physical environment	100.0%	87.5%	93.8%
Percent satisfied with school-home relations	94.9%	93.8%	90.8%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 25 out of 25 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	
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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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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	337	100	14.5	36.5	49.1	93.4	84.7	83.5	Yes	Yes
Gender										
Male	166	100	11	42.2	46.8	93.5	81.3	80.1	N/A	N/A
Female	171	100	17.7	31.1	51.2	93.3	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	204	100	8.7	32.7	58.7	94.9	90	89.6	Yes	Yes
African American	81	100	29.3	44	26.7	88	73.4	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	44	100	17.5	37.5	45	95	78.4	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	50	100	39.6	35.4	25	79.2	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	38	100	17.6	44.1	38.2	94.1	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	186	100	21.6	46.2	32.2	90.1	76.1	76.9	Yes	Yes

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

All Students	337	99.7	15.8	37.2	47	90.5	82	80.4	Yes	Yes
Gender										
Male	166	100	14.3	39	46.8	91.6	80.5	78.4	N/A	N/A
Female	171	99.4	17.2	35.6	47.2	89.6	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	204	100	6.6	36.2	57.1	95.9	87.7	87.8	Yes	Yes
African American	81	98.8	40.5	36.5	23	74.3	68.4	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	44	100	15	40	45	92.5	78.3	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	50	100	45.8	39.6	14.6	68.8	46.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	38	100	14.7	47.1	38.2	91.2	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	186	99.5	25.3	42.9	31.8	84.1	72.9	72.8	Yes	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	223	100	29.6	49.5	20.9	70.4	70.6	67.3
Gender								
Male	109	100	28.3	43.4	28.3	71.7	70.1	66.9
Female	114	100	30.8	55.1	14	69.2	71.1	67.7
Racial/Ethnic Group								
White	136	100	17.7	53.8	28.5	82.3	80.2	79.6
African American	55	100	57.1	32.7	10.2	42.9	50.4	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	26	100	36.4	59.1	4.5	63.6	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	34	100	62.5	28.1	9.4	37.5	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	22	100	44.4	50	5.6	55.6	60.6	58.6
Socio-Economic Status								
Subsidized meals	122	100	43.1	44	12.8	56.9	57.1	55.4

Social Studies								
All Students	225	99.6	23	48.4	28.6	77	73.2	70.9
Gender								
Male	118	100	19.1	45.5	35.5	80.9	72.8	70.1
Female	107	99.1	27.2	51.5	21.4	72.8	73.7	71.7
Racial/Ethnic Group								
White	136	99.3	13.3	50.8	35.9	86.7	79.8	79.2
African American	53	100	41.2	45.1	13.7	58.8	57.9	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	29	100	35.7	42.9	21.4	64.3	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	33	97	45.2	45.2	9.7	54.8	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	25	100	37.5	45.8	16.7	62.5	69	68
Socio-Economic Status								
Subsidized meals	123	100	33	51.3	15.7	67	61.6	60.8

Abbreviations for Missing Data

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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	340	98.2	20.7	31.5	47.8	79.3	74	72.1	96.4	96.2
Gender										
Male	168	98.2	24.2	34.6	41.2	75.8	67.2	65.2	96.5	96.2
Female	172	98.3	17.4	28.6	54	82.6	81.1	79.2	96.2	96.3
Racial/Ethnic Group										
White	204	98	13	27.1	59.9	87	81.6	80.8	96	96.1
African American	83	97.6	44.6	32.4	23	55.4	58.6	59.7	96.6	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.8	87	98.3	97.5
Hispanic	45	100	12.2	53.7	34.1	87.8	63.1	64.6	97	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	N/A	94.8
Disability Status										
Disabled	52	88.5	55.8	30.2	14	44.2	29.5	27.7	95.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	39	100	17.1	51.4	31.4	82.9	62.9	63.7	97.2	97
Socio-Economic Status										
Subsidized meals	186	98.4	31.1	35.9	32.9	68.9	61.1	61.9	96	95.6

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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
2010	3	115	100	12.7	27.3	60	87.3
	4	111	100	14.7	43.1	42.2	85.3
	5	111	100	16	39.6	44.3	84
	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
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
2010	3	115	100	23.6	37.3	39.1	76.4
	4	111	100	14.7	34.3	51	85.3
	5	111	99.1	8.6	40	51.4	91.4
	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
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
2010	3	57	100	40.4	40.4	19.2	59.6
	4	111	100	25.5	50	24.5	74.5
	5	55	100	26.9	57.7	15.4	73.1
	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

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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							
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
2010	3	58	98.3	33.3	38.6	28.1	66.7
	4	111	100	19.6	48	32.4	80.4
	5	56	100	18.5	59.3	22.2	81.5
	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
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
2010	3	119	98.3	19.3	33.9	46.8	80.7
	4	111	99.1	25.7	27.7	46.5	74.3
	5	110	97.3	17.3	32.7	50	82.7
	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

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