

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Margaret G. Thomason

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Crestview Elementary School

(As it should appear in the official records)

School Mailing Address 509 American Legion Road

(If address is P.O. Box, also include street address.)

Greer

South Carolina

29651-6190

City

State

Zip Code+4(9 digits total)

County Greenville

State School Code Number* 2301047

Telephone (864) 355-2606

Fax (864) 355-2613

Web site/URL http://www.greenville.k12.sc.us/crestv/ E-mail mthomaso@greenville.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Dr. Phinnize J. Fisher

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Greenville County Schools

Tel. (864) 355-3100

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Dr. Keith Ray

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature) _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 47 Elementary schools
 _____ 17 Middle schools
 _____ 0 Junior High Schools
 _____ 14 High schools
 _____ 16 Other
 _____ 94 TOTAL
2. District Per Pupil Expenditure: _____ 6896
 Average State Per Pupil Expenditure: _____ 8159

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 20 Number of years the principal has been in her/his position at this school.
 _____ 0 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7	0	0	0
K	73	64	137	8	0	0	0
1	65	62	127	9	0	0	0
2	52	63	115	10	0	0	0
3	59	63	122	11	0	0	0
4	72	51	123	12	0	0	0
5	53	51	104	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							728

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 27 | % Black or African American |
| 12 | % Hispanic or Latino |
| 60 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 14 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	58
(2)	Number of students who transferred from the school after October 1 until the end of the year	45
(3)	Total of all transferred students [sum of rows (1) and (2)]	103
(4)	Total number of students in the school as of October 1	728
(5)	Total transferred students in row (3) divided by total students in row (4)	0.14
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 11 %
82 Total Number Limited English Proficient

Number of languages represented: 6

Specify languages: Spanish, Russian, Ukrainian, Japanese, Arabic, Chinese

9. Students eligible for free/reduced-priced meals: 65 %

Total number students who qualify: 470

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{17}{125}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>3</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>45</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>64</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>11</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>1</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support Staff	<u>5</u>	<u>3</u>
Total number	<u>61</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{21}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	97 %	97 %	97 %	97 %	99 %
Teacher turnover rate	18 %	12 %	12 %	14 %	17 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The increase in teacher turnover for 2006-07 can be attributed primarily to life events such as a spouse's job transfer or a decision to remain at home with children.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Summary:

Nestled in a residential community in the small town of Greer, South Carolina, is one of Greenville County's best kept secrets, Crestview Elementary School. Students are at the center of our school. At Crestview we expect every student to succeed, and it is our responsibility as educators to help all children reach their greatest potential. We believe that all students are unique, must be respected and valued as individuals, and must be nurtured in the learning environment.

Our student demographics have changed dramatically over the past few years. The majority of Crestview's students are now from low- to middle-income homes; since 2002-2003 the school's poverty index has increased from 28% to 65%. Also, the English Speakers of Other Languages (ESOL) program has grown markedly, going from an enrollment of seventeen students in 2003-2004 to ninety-one students in the current school year. Regardless of changes, Crestview's focus on student achievement remains steadfast. Crestview's students have continued to excel academically.

Teacher quality is one of the greatest factors influencing student achievement at Crestview. To maintain that quality, the principal and members of the school team spend many hours with the teacher selection process, which involves multiple interviews. After interviewing, candidates submit sample lesson plans and demonstrate lessons. Only the brightest and best teachers become a part of the Crestview team. The school's Professional Development Team enhances teacher quality by providing almost weekly staff development activities on site. In addition to providing after-school opportunities for professional growth, the team arranges for district consultants in all core areas to conduct model lessons, observe teachers, and give valuable feedback.

Crestview's mission is to partner with its students, families, and community to ensure that all children succeed in a safe, nurturing, academically challenging environment. In accomplishing this mission, the school goes beyond expectations in the provision of learning opportunities. With an uncompromising belief in high standards and the potential of all students to excel, Crestview's teachers assure that students are actively involved in the learning process. For example, with teacher guidance, students set academic goals for the school year and periodically monitor their progress. Teachers engage students in learning by differentiating instructional methods to appeal to multiple interests and learning styles. Crestview is committed to using assessment data to target individual student deficiencies and making revisions to the curriculum. Also, the principal and the teachers are tenacious in their efforts to provide materials and means to enhance instruction. Through the efforts of the school's administrative and instructional team, Crestview has received funds and other resources from numerous grants and community organizations.

The school has been recognized at both the state and national levels for outstanding student performance and school programs. For its high test scores, the school has received incentive rewards from the State of South Carolina. The South Carolina Department of Education has presented Crestview with the prestigious Red Carpet Award in recognition of the school's high quality of customer service. The school consistently meets requirements for attaining 'Adequate Yearly Progress' as defined by No Child Left Behind.

Crestview's survey results indicate that parents, students, and staff believe the school emphasizes academics, has strong administrative leadership and highly qualified teachers, provides frequent monitoring of achievement, and fosters supportive home-school relations. It is no wonder student performance remains high, even in light of changing demographics. Excellent instruction and high expectations for all are a winning combination.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

1. Assessment Results:

The Palmetto Achievement Challenge Tests (PACT), which is administered to Crestview students in grades three through five, comprises both a program accountability measure and a key instrument for assessing student progress. This statewide, standards-based test assesses students' performance in English language arts (ELA), mathematics, social studies, and science. Test results provide for a comparative analysis of student progress and program efficiency from year to year.

PACT test items are aligned with South Carolina curriculum standards, and performance is characterized in terms of students' demonstrated level of mastery of these standards. An Advanced rating means performance has exceeded expectations, a Proficient rating means performance has met expectations, a Basic rating means performance has met minimum expectations, and a Below Basic rating means performance has not met minimum expectations. Additional information about the PACT can be found on the South Carolina Department of education website www.myschools.com.

The ELA section of the PACT measures what students know and are able to do as readers, writers, communicators, and researchers. At Crestview, students' 2006-2007 ELA performance gives evidence of an upward trend in mastery of standards. The mathematics section of the PACT measures students' proficiency working with numbers and operations, algebra, geometry, measurement, data analysis, and probability. Crestview students' mathematics scores also show an increase in mastery of standards. In both ELA and mathematics, a higher percentage of students scored Basic and above in 2006-2007 than in 2005-2006.

On both the ELA and mathematics sections of the PACT, Crestview students' performance shows a trend of improvement. For example, in 2005, 53% of Crestview students scored Proficient and Advanced on the ELA section of the PACT; in 2006, 55% scored Proficient and Advanced; and in 2007, 58% scored Proficient and Advanced. On the mathematics section of the PACT, 44% scored Proficient and Advanced in 2005, 47% scored Proficient and Advanced in 2006, and 48% scored Proficient and Advanced in 2007.

In 2006-2007, the State of South Carolina's ELA performance objective was 38.2% Proficient and Advanced, and the State's mathematics performance objective was 36.7% Proficient and Advanced. Crestview exceeded the ELA objective by 20% and the mathematics objective by 11%. Among subgroups, 2006-2007 ELA Proficient and Advanced performance improved among African American students, disabled students, and students with subsidized meals. Although the percentage of Hispanic students and students with limited English proficiency who scored Proficient and Advanced in ELA declined slightly, the percentage of these students scoring Below Basic in ELA declined by 13%, 8%, and 19%, respectively. Mathematics performance improved among African American students, disabled students, students with limited English proficiency, and students with subsidized meals. Hispanic students' Proficient and Advanced mathematics scores declined slightly; however, their Below Basic performance declined by 18%.

The staff recognizes the importance of implementing a variety of teaching methods and enriching lesson content to enhance students' life and linguistic experiences. To address the needs of all students, teachers continually revise and enrich methods of instruction and assessment.

Used in conjunction with other formal and informal assessments, the PACT assists Crestview's teachers in their analysis of student and program strengths and weaknesses, their efforts to differentiate instruction techniques, and their alignment of course content with state standards.

2. Using Assessment Results

2. Using Assessment Results:

Crestview's teachers conscientiously respond to information provided through assessments of students' academic progress. When a student has difficulty with content mastery or when there is a discrepancy between formal assessment performance and other indicators of learning, the teacher tailors his/her response to the student's needs. Re-teaching using varied strategies, tutoring, review of study and test-taking skills, stress management training, and mentoring or peer assistance are among the follow-up strategies implemented. When assessments indicate a long-term difficulty, teachers request an Assistance Team meeting, which is attended by the teacher, the child's parents, a school counselor, a school psychologist, and a special education teacher. The team reviews the student's difficulties, plans alternative strategies for regular classroom implementation, and considers other support services that may benefit the student. When appropriate, the child is referred for screening with norm-referenced instruments assessing cognitive ability and achievement. After such screening, the team meets again to discuss results and to determine additional strategies for improving the child's academic progress. After studying PACT results and comparing the data with that of previous years, teachers form plans for adjusting curriculum, differentiating instruction, and addressing individual students' needs. By the end of the first nine weeks of school, teachers create an academic plan for each student with scores below Basic on any area of the PACT. Teachers also have conferences with each student's parents to discuss the plan and other strategies for success. Additionally, these students are enrolled in an After-School Academic Assistance Program that meets twice weekly from October through mid-April. During these meetings, the instructional series Moving with Math and Soar to Success target math and reading skill development. Pre- and post-program Measures of Academic Progress (MAP) testing provides one means of assessing students' progress in the program. Also, PACT performance supports the effectiveness of the program in strengthening student achievement.

3. Communicating Assessment Results

3. Communicating Assessment Results:

Crestview employs numerous methods of communicating information about student performance related to academics and assessments. Teachers provide such information through direct feedback to students, face-to-face parent conferences, 'Meet-the-Teacher' evenings, telephone calls, notes to parents and/or students, newsletters, classroom websites, and weekly folders containing work samples. Progress reports are sent home between grading periods, and report cards are distributed at the end of each nine-week period. The school also recognizes the academic and character growth of students in all grades by conducting parent-attended awards programs at the end of each quarter.

Results of assessments, including the Palmetto Achievement Challenge Tests (PACT), Measures of Academic Progress (MAP), Iowa Test of Basic Skills/Cognitive Abilities Test (ITBS/CogAT), and class grades; are communicated to parents in conferences held throughout the year and via their children's individual performance reports. School-wide PACT results are available to the community on the school's website, on the school district's website, in local newspapers, and in The State of South Carolina's Annual School Report Card. This comprehensive Report Card, which is sent to parents and the community, provides a school profile, an explanation of PACT ratings, an analysis of the school's performance trend; a breakdown of test results by subject area, subgroups, and ratings; and a comparison of the school's performance with that of the district and the state. The principal shares information about student assessments and performance with parents at an annual Open House. The School Improvement Council (SIC), which is comprised of parents, teachers, administrators, and members of the community; receives assessment information at monthly meetings. This council drafts the school's Annual Summary Report to the Community, which also provides assessment information.

4. Sharing Success:

4. Sharing Success:

Crestview shares its successes with other schools via numerous media. One means of sharing successes is the direct contact the school's teachers have with other educators as they participate as attendees and presenters in continuing education activities and conferences. Faculty members have presented at numerous venues, including the school district's Summer Institute, the South Carolina International Reading Association State Conference, the Strategies

for Teacher Advancement and Renewal seminar, and the South Carolina Association of School Administrators Leadership Conference. Teachers also conduct workshops related to best practices at other schools.

The district encourages collaboration among educators by designating five-school clusters. Principals from a cluster meet monthly, and the teachers meet annually to discuss their schools' best practices and successes. In the spirit of collaboration, Crestview has an open-door policy; educators from other schools are welcome to visit and observe.

The media frequently publish information about Crestview's continuing excellence. Students' noteworthy PACT performance, the school's Teacher-of-the-Year, students honored as Terrific Kids, and the school's outreach to the community are among topics that have received media coverage. Publication of the school's annual Report Card also communicates Crestview's excellence to other schools in the community as well as to schools throughout the State. The worldwide web is another means of communicating Crestview's successes. The school's website individual teacher websites, and the Greenville County School District's website are rich sources of information about the school.

Frequent placement of teacher cadets and student teachers at Crestview attests to the school's effective communication with and excellent reputation among high schools and colleges in South Carolina's Upstate. Furman University, Bob Jones University, North Greenville University, Converse College, Lander University, Clemson University, and the University of South Carolina are among institutions that have placed student teachers at Crestview. These students, in turn, share Crestview's successful programs with schools in other counties and states as they pursue their careers in education.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

1. Curriculum:

Our school's curriculum includes language arts, mathematics, science, social studies, art, music, health, and physical education, as mandated by the South Carolina Department of Education. Instructional decision making throughout all grade levels is determined by state and national learning standards.

In teaching the South Carolina curriculum standards for language arts, Crestview uses a balanced literacy program, the Four Blocks approach, in conjunction with Houghton Mifflin textbooks. The Four Blocks approach employs Guided Reading, Self-Selected Reading, Writing, and Working with Words to teach the major literacy skills. A variety of materials and cooperative formats are used in designing multi-level instruction and accommodating the needs of different reading ability levels and learning styles within the classroom. Both reading and writing are integrated throughout the curriculum in all grades.

The mathematics curriculum at Crestview is shaped by state standards, which include concepts of number sense and spatial relations, problem solving strategies, and integration of mathematics with other disciplines. Teachers set the pace for their math lessons during the year using the District Planning Guide for Math and employ hands-on activities, technology, direct instruction, flexible grouping using differentiation, and manipulatives along with the Houghton Mifflin textbook.

Our teachers use a variety of techniques and materials to help students master the South Carolina curriculum standards for science. Students work with the textbook, resource books, and a variety of trade books during each unit. Instruction is supplemented by the use of science kits provided by the district, providing hands-on activities related to unit objectives. A science lab teacher, working collaboratively with the classroom teacher, provides additional science instruction once a week for third through fifth grade students. Teachers also employ technology, distance learning, and field trips to Roper Mountain Science Center and Barrier Island. Our Crestview Outdoor Garden provides real-world experience to reinforce the standards in kindergarten through fifth grade.

Teachers at Crestview use an integrated approach to teach social studies. Instruction is enhanced through the use of historical fiction novels and nonfiction trade books, as well as primary sources, student magazines, and newspapers. Technology plays an important role in social studies instruction. Teachers use the computer lab, Streamline Video on Demand, and media center resources to enhance instruction. Various grade levels feature living history days, collect oral histories, and participate in field experiences. Students have opportunities to explore our community and state.

Physical education, music, and art classes follow a standards-based curriculum. These classes offer students creative learning experiences along with new insights into problem solving. A wide variety of learning styles are addressed as related arts teachers collaborate with classroom teachers to integrate instruction. These classes also allow students to explore different cultures through song, movement, visual arts, and other activities. Every year our art department plans and finances a week-long Artist-In-Residence program that provides students with an introduction to various art forms.

All students at Crestview are provided with direct instruction to support our technology standards. For example, students learn to use Internet search engines and District email. Such software as Power Point, Publisher, Word, and Excel is also used within the curriculum. Teachers use technology to enhance the curriculum through the use of computer labs, Promethean/Smart boards, and classroom computers. Our Computer Lab Manager collaborates with the faculty to plan and implement instruction.

2a. (Elementary Schools) Reading:

2a. Reading:

The Greenville County School District has adopted the Pat Cunningham Four Blocks literacy model, a multi-method, multi-level approach. This research-based model encompasses four major approaches to reading instruction: Guided Reading, Self-Selected Reading, the Word Block, and the Writing Block. Student choice is encouraged through Self-Selected Reading and writing, book club groups, and literature circles. The Word Block increases student proficiency with high frequency words, phonetic patterns, prefixes, suffixes, and roots. Fluency and comprehension are enhanced through explicit guided reading instruction, books on tape, read-alouds, and family home reading programs. In addition to receiving reading instruction in a whole group setting, students also learn in flexible, differentiated small groups. Through the use of leveled readers, students are matched to their reading instructional level. Students read grade level anthologies as well as novels, trade books, articles, newspapers, poetry, and plays. The writing curriculum is integrated with reading instruction and emphasizes the writing process, writer's craft, and writing conventions through authentic writing in a variety of genres. Teachers model the writing process daily in Writer's Workshop, which includes mini-lessons, time for students to write, conferencing, and sharing.

2b. **(Secondary Schools) English:**

3. **Additional Curriculum Area:**

3. Additional Curriculum Area: Mathematics

South Carolina standards drive the mathematics curriculum at Crestview and a district guide supports teachers in the planning and pacing of instruction. Our curriculum progresses through grade levels as students learn math skills and concepts through hands-on experiences, models, direct teacher instruction, manipulatives, and real world problem solving. Consistent with Bloom's taxonomy of learning, concepts are introduced through concrete experiences before moving on to more abstract representations. All teachers in all grade levels conduct frequent informal assessments to determine the need for re-teaching and remediation. Teachers also use standardized test data to create flexible groupings for differentiated instruction.

Crestview's teachers have been trained extensively in the use of the Every Day Counts Math program. This program is used daily in all classrooms to reinforce key curriculum concepts. Through Every Day Counts Partner Games, teachers review and consolidate learning of math skills and concepts. Gifted and talented students develop pre-algebra skills through the Hands-On Equation program.

Consistent with Crestview's mission to meet the needs of all learners, emphasis is placed on differentiation of strategies and activities in math instruction. For example, teachers' use of Smart Board and Promethean Board technology provides a technological and visual element to the math curriculum and appeals to diverse learning styles. The school provides further differentiation through after-school and summer individualized tutorial programs.

4. **Instructional Methods:**

4. Instructional Methods:

Student learning and achievement are facilitated through a variety of instructional methods. Research based methodology is incorporated to ensure an academically challenging curriculum. Our instructional methods are driven by test data such as benchmark testing, pre and post testing, as well as state and district mandated testing. Using this data, teachers analyze the needs of their students and design their instruction accordingly to provide an opportunity for all to succeed. Teachers differentiate instruction through flexible grouping, questioning, appealing to interests, addressing different learning styles, and varying types of assessment. To promote higher order thinking, teachers use rubrics, graphic organizers, and essential questions across the curriculum. Students are engaged in a hands-on approach in all subject areas, especially math and science. Subject areas are also integrated to assist students in perceiving and comprehending connections to real world situations. Teachers and students use technology as an integral part of instruction to engage students in active learning. Summer school and an after-school tutoring programs

are available for students who need extra support to meet the state standards. Crestview also partners with Greer High School to provide student tutors and mentors for struggling students.

5. Professional Development:

5. Professional Development:

Professional development has always been valued as a key component in enhancing the job performance of all employees as well as improving student achievement. Each year we revisit our school's vision and mission, analyze student test data, review professional literature on best practices, and gather data from parent, teacher, and student surveys. On the basis of this data, professional development needs are identified and a plan is designed to target those areas. Our Professional Development Team, with the assistance of our instructional coach and principal, concentrates on providing professional training that specifically addresses the areas we believe will have the most impact on student learning.

District designated in-service days are utilized for part of our training, but much of our staff development occurs during faculty meetings, professional book clubs, weekly grade-level meetings, and during after school, weekends, or summer training. After attending special conferences, training sessions, and workshops, teachers make brief presentations at faculty meetings and share informational handouts. Faculty members are encouraged to attend and present at local, state, and national conferences. Additional professional development materials, including books, journals, and videos, are regularly added to the Media Center and are available for checkout.

This focused approach to professional development helps us achieve our shared vision. By providing meaningful professional development, we can include programs in our curriculum that have been researched and proven to support effective learning. Current data from our state achievement test (PACT) validates the effectiveness of our professional development as our students out-perform other students from schools with similar populations.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test Palmetto Achievement Challenge Test
 Edition/Publication Year 2002-2006 Publisher South Carolina Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Basic and Above	95	91	95	91	87
% "Exceeding" State Standards					
% Proficient and Advanced	69	74	69	66	62
Number of students tested	123	119	105	115	118
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American Students					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	91	97	95	77	70
% "Exceeding" State Standards					
% Proficient and Advanced	52	62	43	33	39
Number of students tested	33	29	21	30	23
2. Disabled Students					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	71	77	82	75	65
% "Exceeding" State Standards					
% Proficient and Advanced	35	50	55	50	22
Number of students tested	17	22	11	16	23
3. Students with Free/Reduced Meals					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	90	85	93	85	80
% "Exceeding" State Standards					
% Proficient and Advanced	59	61	54	50	55
Number of students tested	49	59	41	48	40
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Basic and Above	95	88	87	88	90
% "Exceeding" State Standards					
% Proficient and Advanced	41	41	44	43	47
Number of students tested	123	119	105	115	121
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American Students					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	91	83	76	80	75
% "Exceeding" State Standards					
% Proficient and Advanced	27	35	29	20	25
Number of students tested	33	29	21	30	24
2. Disabled Students					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	82	68	75	71	82
% "Exceeding" State Standards					
% Proficient and Advanced	18	32	25	18	15
Number of students tested	17	22	12	17	27
3. Students with Free/Reduced Meals					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	94	83	81	80	84
% "Exceeding" State Standards					
% Proficient and Advanced	25	34	26	29	32
Number of students tested	49	59	42	49	44
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Basic and Above	96	93	88	87	88
% "Exceeding" State Standards					
% Proficient and Advanced	59	43	46	54	50
Number of students tested	125	100	122	113	116
Percent of total students tested	100	99	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American Students					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	93	77	78	74	69
% "Exceeding" State Standards					
% Proficient and Advanced	41	23	11	26	23
Number of students tested	29	22	27	19	26
2. Disabled Students					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	92		79	71	71
% "Exceeding" State Standards					
% Proficient and Advanced	33		21	19	12
Number of students tested	24	9	14	21	17
3. Students with Free/Reduced Meals					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	95	81	79	86	80
% "Exceeding" State Standards					
% Proficient and Advanced	44	26	26	38	30
Number of students tested	62	42	0	42	44
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Basic and Above	91	94	85	87	91
% "Exceeding" State Standards					
% Proficient and Advanced	56	47	50	47	46
Number of students tested	125	100	122	113	117
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American Students					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	79	82	70	68	80
% "Exceeding" State Standards					
% Proficient and Advanced	28	27	19	16	16
Number of students tested	29	22	27	19	25
2. Disabled Students					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	83		79	81	88
% "Exceeding" State Standards					
% Proficient and Advanced	42		7	19	24
Number of students tested	24	9	14	21	17
3. Students with Free/Reduced Meals					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	81	81	75	83	89
% "Exceeding" State Standards					
% Proficient and Advanced	42	40	27	33	18
Number of students tested	62	42	0	42	44
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Basic and Above	92	90	86	90	89
% "Exceeding" State Standards					
% Proficient and Advanced	43	47	45	45	39
Number of students tested	103	113	107	113	124
Percent of total students tested	99	95	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American Students					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	78	75	67	87	80
% "Exceeding" State Standards					
% Proficient and Advanced	39	11	10	30	20
Number of students tested	23	28	21	23	30
2. Disabled Students					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above		75	67	79	53
% "Exceeding" State Standards					
% Proficient and Advanced		6	14	16	13
Number of students tested	8	16	21	19	15
3. Students with Free/Reduced Meals					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	82	84	80	91	76
% "Exceeding" State Standards					
% Proficient and Advanced	30	22	28	31	11
Number of students tested	44	51	0	45	38
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Basic and Above	92	90	86	88	88
% "Exceeding" State Standards					
% Proficient and Advanced	43	53	40	43	46
Number of students tested	103	113	107	113	124
Percent of total students tested	99	95	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American Students					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	70	68	81	83	77
% "Exceeding" State Standards					
% Proficient and Advanced	35	32	10	9	27
Number of students tested	23	28	21	23	30
2. Disabled Students					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above		75	71	74	77
% "Exceeding" State Standards					
% Proficient and Advanced		6	14	42	29
Number of students tested	8	16	21	19	17
3. Students with Free/Reduced Meals					
% "Meeting" plus % "Exceeding" State Standard					
% Basic and Above	42	35	80	87	21
% "Exceeding" State Standards					
% Proficient and Advanced	87	75	28	24	74
Number of students tested	45	52	0	45	39
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

**FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 3 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (ELA) Grade 4 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 4 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					