

Crayton Middle

5000 Clemson Avenue
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	969 Students	
Principal	Susan Childs	803-738-7224
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Good**	**Average**
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Below Average
2005	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE 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.

http://ed.sc.gov
http://www.eoc.sc.gov

Crayton Middle	06/01/10-4001031

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

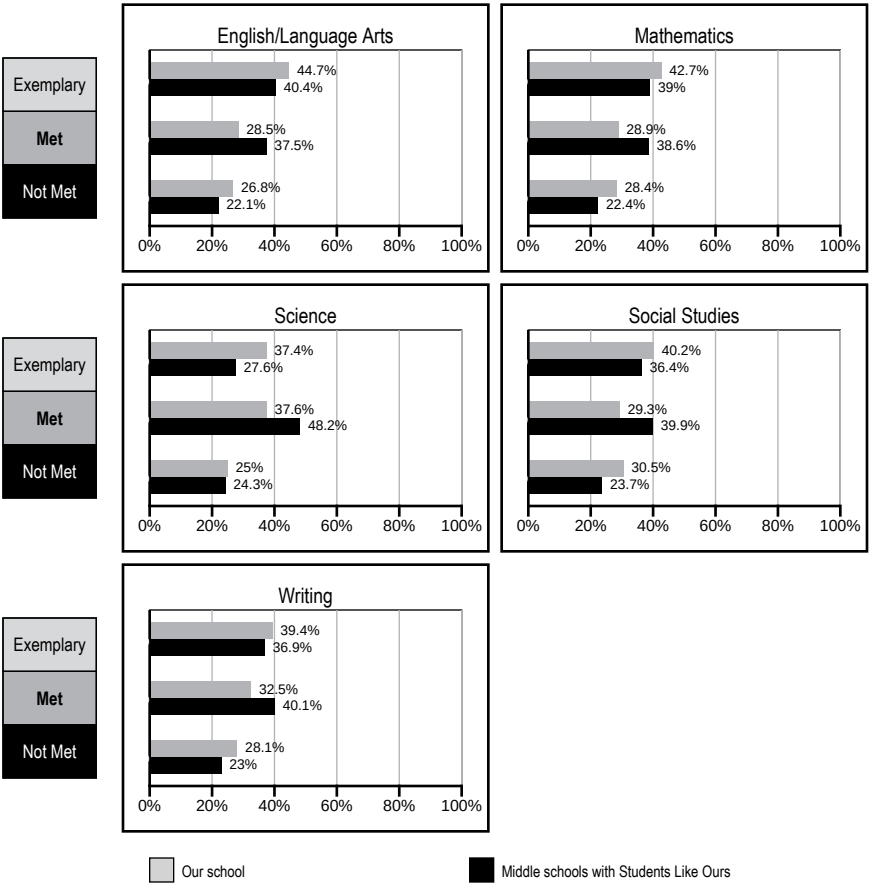
Percent of students tested in 2008-09 whose 2007-08 test scores were located	95.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	19	9	0	0

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.1%
English 1	N/A	94.1%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=969)				
Students enrolled in high school credit courses (grades 7 & 8)	69.3%	Up from 64.9%	29.8%	21.6%
Retention rate	1.1%	Down from 2.1%	1.1%	1.2%
Attendance rate	96.5%	Up from 96.3%	96.3%	95.9%
Eligible for gifted and talented	35.4%	Down from 36.6%	23.7%	14.8%
With disabilities other than speech	9.7%	Down from 10.9%	11.2%	12.6%
Older than usual for grade	1.5%	Down from 2.7%	1.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.9%	0.4%	0.6%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=76)				
Teachers with advanced degrees	63.2%	Down from 64.1%	60.0%	56.9%
Continuing contract teachers	67.1%	Up from 65.4%	78.4%	72.7%
Teachers with emergency or provisional certificates	15.5%	Up from 13.9%	4.0%	5.3%
Teachers returning from previous year	83.7%	Down from 88.3%	85.7%	82.9%
Teacher attendance rate	93.7%	Down from 94.0%	95.1%	95.2%
Average teacher salary*	$51,854	Up 1.7%	$48,564	$46,599
Professional development days/teacher	7.3 days	Down from 11.0 days	11.2 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	3.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.4 to 1	21.5 to 1	20.1 to 1
Prime instructional time	89.8%	Up from 89.6%	90.5%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.7%	97.8%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil**	$7,903	Up 18.6%	$6,994	$7,645
Percent of expenditures for instruction**	78.5%	Up from 78.2%	66.3%	63.4%
Percent of expenditures for teacher salaries**	72.9%	Down from 75.4%	60.3%	57.0%

* 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

The 2008-2009 school year has been a championship year for Crayton Middle School. The Crayton Cavaliers won the District Championship in football and basketball. In addition, the Academic Team won the District Championship.

Many other honors were earned at Crayton. One hundred percent of our students passed the End of Course math exams. Crayton had many students recognized as Middle School Scholars, South Carolina Junior Scholars, and Duke Tip recipients. Students were award winners in the District Visual Literacy festival events, science fairs, and the State Fair art competition. The Mathcounts Team continued the tradition of excellence and the Mock Trial Team continues to excel.

Crayton students and teachers are to be congratulated for the strides made in the improvement of our school climate. The implementation of Positive Behavior Intervention and Support (PBIS) provided the structure and clear expectations which allowed the Crayton community to improve the overall learning environment. Students were able to participate in incentive events which helped create a closer sense of community.

The International Baccalaureate Organization re-authorized Crayton as an IBMYP school. Crayton completed the fifth year as an International Baccalaureate Middle Years Programme (IBMYP) school. In addition, Crayton became a Making Middle Grades Work (MMGW) site. MMGW is a comprehensive improvement framework which will assist us as we continue to strive toward our goals.

Parent and community support continues to be a significant factor in the success of Crayton. As the challenges of our economic times continue to put pressure on the school, we will rely even more on our PTO, SIC, Booster clubs, Business Partners, and Faith-based Partners to provide help and support to Crayton.

The faculty and staff of Crayton is comprised of highly-qualified and dedicated individuals. The teachers work collaboratively to provide effective and engaging lessons for the students. Teachers utilize common assessments to keep expectations high on all levels. By analyzing data, including data from MAP testing, teachers are able to determine strengths and weaknesses in instruction so as to continuously make improvements. The diligence of the faculty and staff will allow Crayton to continue to provide an effective and high-quality education to every student.

Linda Randall, SIC Chairperson
Susan G. Childs, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	64	266	130
Percent satisfied with learning environment	71.9%	66.0%	85.2%
Percent satisfied with social and physical environment	84.4%	73.2%	88.2%
Percent satisfied with school-home relations	87.3%	80.4%	77.8%

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

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School Adequate Yearly Progress	NO

This school met 19 out of 23 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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.5%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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Crayton Middle										06/01/10-4001031
PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	962	99.9	26.8	28.5	44.7	79.3	78.6	82.8	Yes	Yes
Gender										
Male	476	100	29.9	28.6	41.5	77.7	74.4	79.3	N/A	N/A
Female	486	99.8	23.7	28.5	47.8	80.9	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	485	100	9.5	25.9	64.6	93.1	93.7	89.5	Yes	Yes
African American	414	99.8	47.3	32.5	20.2	62.8	74.6	73.7	Yes	Yes
Asian/Pacific Islander	13	100	15.4	23.1	61.5	84.6	93.1	92.3	I/S	I/S
Hispanic	34	100	52.9	23.5	23.5	64.7	80.5	76.5	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	69.2	82.5	I/S	I/S
Disability Status										
Disabled	114	100	68.3	21.2	10.6	38.5	51.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	43.9	22	34.1	70.7	77.9	75.1	Yes	I/S
Socio-Economic Status										
Subsized meals	343	99.7	49.8	34.3	15.9	60.5	74.1	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	962	99.9	32	30.1	37.9	74.9	70.3	78.9	Yes	Yes
Gender										
Male	476	100	33.5	28.1	38.4	73.9	67.8	77	N/A	N/A
Female	486	99.8	30.5	32	37.5	75.9	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	485	100	12.6	28.6	58.7	91.4	89.9	87.2	Yes	Yes
African American	414	99.8	56.6	31.7	11.7	53.6	64.6	66.7	No	Yes
Asian/Pacific Islander	13	100	7.7	30.8	61.5	100	94.5	93	I/S	I/S
Hispanic	34	100	47.1	32.4	20.6	67.6	79.4	76	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	76.9	79.5	I/S	I/S
Disability Status										
Disabled	114	100	74	22.1	3.8	38.5	36.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	34.1	31.7	34.1	78	79.7	76.1	Yes	I/S
Socio-Economic Status										
Subsized meals	343	99.7	59.2	30.4	10.4	52.1	64	70.2	No	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	650	99.4	24.6	37.8	37.6	75.4	58.1	67.5
Gender								
Male	328	98.8	25.8	35.1	39.1	74.2	57	67
Female	322	100	23.4	40.5	36.2	76.6	59.1	68
Racial/Ethnic Group								
White	334	99.4	11.1	33.2	55.7	88.9	85.9	79.5
African American	274	99.3	42.3	43.9	13.8	57.7	50.8	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	60.7	84.3
Hispanic	26	100	42.3	42.3	15.4	57.7	58.8	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	75	97.3	56.9	35.4	7.7	43.1	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	30	100	40.6	31.3	28.1	59.4	53.2	59.6
Socio-Economic Status								
Subsized meals	223	99.1	43.4	44.9	11.6	56.6	49.1	55.1
Social Studies								
All Students	652	99.2	30	29.5	40.5	70	65.2	72.3
Gender								
Male	315	99.4	32.4	24.7	42.9	67.6	63.1	71.5
Female	337	99.1	27.7	34.1	38.2	72.3	67.2	73.2
Racial/Ethnic Group								
White	321	100	12.7	28	59.2	87.3	87.9	80.7
African American	290	98.3	50.6	31	18.4	49.4	59.3	60
Asian/Pacific Islander	11	100	9.1	18.2	72.7	90.9	87.9	88.5
Hispanic	18	100	55.6	22.2	22.2	44.4	63.5	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	83	96.4	72.4	22.4	5.3	27.6	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	21	100	45.5	31.8	22.7	54.5	63.6	67.9
Socio-Economic Status								
Subsized meals	238	98.3	54.2	31.1	14.6	45.8	58	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	965	99.3	27.8	32.7	39.6	72.2	63.9	70.2	96.5	95.9
Gender										
Male	481	98.8	32.1	31.2	36.7	67.9	55.8	63.2	96.3	95.7
Female	484	99.8	23.5	34.1	42.3	76.5	71.9	77.5	96.6	96.2
Racial/Ethnic Group										
White	487	99.8	9.9	30.5	59.7	90.1	86.2	79.1	97	96
African American	413	98.8	48.5	36	15.5	51.5	58	57.6	95.8	95.9
Asian/Pacific Islander	13	100	30.8	15.4	53.8	69.2	81.9	86.2	96.7	96.4
Hispanic	36	97.2	51.4	25.7	22.9	48.6	63.8	62.6	95.8	95.9
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	84.6	68.7	94.6	94
Disability Status										
Disabled	102	96.1	73.2	21.6	5.2	26.8	22.3	26.1	95	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	41	100	48.8	23.3	27.9	51.2	61.2	61.2	96.7	96.2
Socio-Economic Status										
Subsized meals	337	98.5	53.9	33	13.1	46.1	56.7	58.9	95.5	95.7

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	296	99.7	22.9	28.3	48.7	77.1
	7	340	100	28.8	24.4	46.9	71.3
	8	326	100	28.2	33.1	38.7	71.8
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	296	99.7	27.6	30.5	41.9	72.4
	7	340	100	31.3	28.8	40	68.8
	8	326	100	36.7	31.1	32.1	63.3
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	146	98.6	28.9	45.9	25.2	71.1
	7	340	99.7	22.6	37.3	40.1	77.4
	8	164	99.4	25	31.6	43.4	75
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	149	98.7	18.6	35.7	45.7	81.4
	7	340	99.4	39.6	25.8	34.6	60.4
	8	163	99.4	20.4	31.6	48	79.6
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	294	99.7	29	29.7	41.3	71
	7	342	99.1	28.6	30.4	41	71.4
	8	329	99.1	25.7	37.8	36.5	74.3

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