



CRAYTON MIDDLE

5000 Clemson Avenue
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	1,020 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 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	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.

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

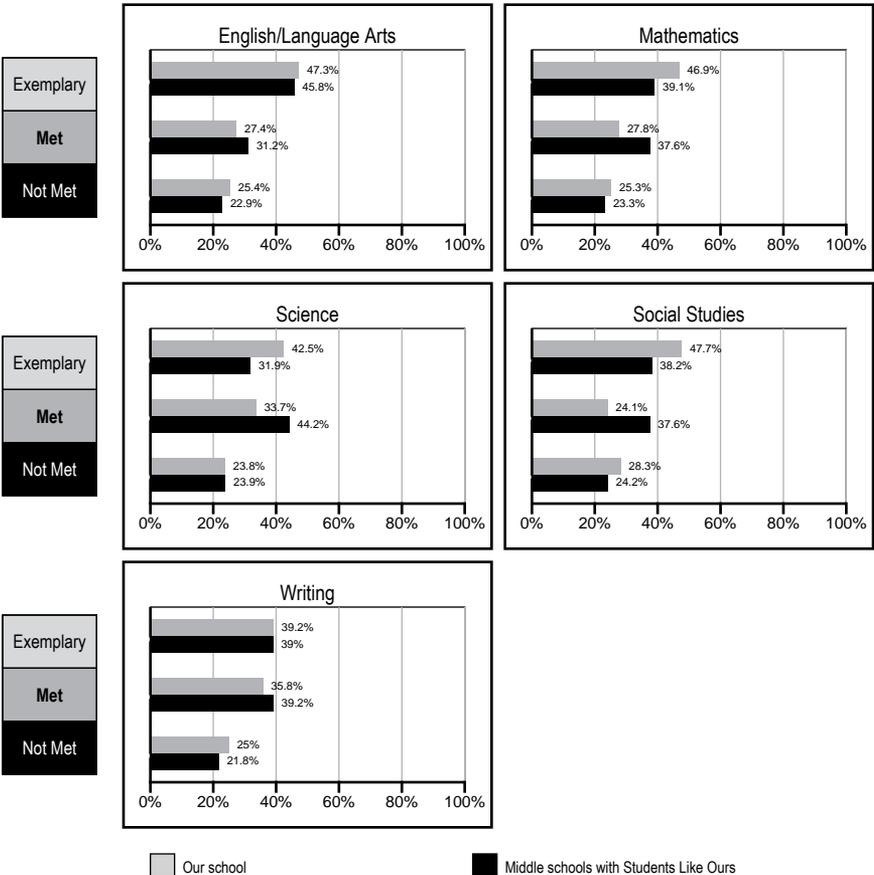
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	18	5	1	0

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

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	99.4%	98.3%
English 1	N/A	98.2%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	99.4%	97.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,020)				
Students enrolled in high school credit courses (grades 7 & 8)	69.2%	Down from 69.3%	35.4%	24.2%
Retention rate	0.4%	Down from 1.1%	0.5%	0.7%
Attendance rate	96.5%	No Change	96.6%	95.9%
Eligible for gifted and talented	42.3%	Up from 35.4%	26.2%	16.4%
With disabilities other than speech	10.7%	Up from 9.7%	10.8%	12.0%
Older than usual for grade	1.5%	No Change	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Up from 1.0%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	61.8%	Down from 63.2%	59.3%	58.5%
Continuing contract teachers	73.5%	Up from 67.1%	83.2%	80.0%
Teachers with emergency or provisional certificates	8.2%	Down from 15.5%	2.3%	4.0%
Teachers returning from previous year	83.6%	Down from 83.7%	87.6%	84.6%
Teacher attendance rate	93.6%	Down from 93.7%	95.6%	95.4%
Average teacher salary*	\$52,496	Up 1.2%	\$48,540	\$46,561
Professional development days/teacher	6.9 days	Down from 7.3 days	8.7 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	4.5	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 20.5 to 1	21.9 to 1	21.1 to 1
Prime instructional time	89.7%	Down from 89.8%	91.8%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.7%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,094	Up 2.4%	\$7,300	\$7,802
Percent of expenditures for instruction**	77.5%	Down from 78.5%	65.6%	63.8%
Percent of expenditures for teacher salaries**	72.6%	Down from 72.9%	63.6%	60.0%

* 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

In 2009-2010, our school was recognized as a Red Carpet School by the State Department of Education for providing excellent customer service. The Crayton Cavalier football team and Academic team both won District Championship titles for the second year in a row.

Crayton Middle School continues to earn many honors. One hundred percent of our students passed the End of Course math exam. 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. Our new Stock Market Club placed 6th in the state. 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 continuation of Positive Behavior Intervention and Support (PBIS) provided the structure and clear expectations which allowed the Crayton community to improve overall learning environment. Students were able to participate in incentive events which helped create a closer sense of community.

Crayton continues to be an International Baccalaureate Organization IBMYP school. Crayton completed the sixth year as an International Baccalaureate Middle Years Programme (IBMYP) school. In addition, Crayton completed its second year as 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. Crayton's PTO completed a Crayton Café extension where students enjoy an outdoor dining area. The PTO also sponsored the Crayton Community Cookout, gathering several hundred families to celebrate community support. Our PTO, SIC, Booster clubs, Business Partners and Faith-Based Partners provide help and support to Crayton.

The faculty and staff of Crayton are 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.

Susan G. Childs, Principal

Carole Cash, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	74	307	127
Percent satisfied with learning environment	73.0%	68.6%	80.3%
Percent satisfied with social and physical environment	84.9%	75.2%	75.2%
Percent satisfied with school-home relations	78.1%	81.4%	77.9%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.1%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	1001	100	25.1	27.5	47.5	81.3	78.2	83.5	Yes	Yes
Gender										
Male	495	100	27.4	29.3	43.3	78.8	74.7	80.1	N/A	N/A
Female	506	100	22.8	25.7	51.6	83.6	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	498	100	9.5	20.2	70.2	94	93.3	89.6	Yes	Yes
African American	447	100	43.3	35.6	21.1	66.3	74.2	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
Hispanic	33	100	30	33.3	36.7	80	80.8	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	107	100	62.4	23.8	13.9	44.6	45.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	28.6	25.7	45.7	80	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	373	100	45	36.3	18.7	64.6	73.1	76.9	Yes	Yes

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

All Students	1001	99.8	29.2	30	40.8	78.3	72	80.4	Yes	Yes
Gender										
Male	495	99.8	30.5	29.4	40.1	77	70.3	78.4	N/A	N/A
Female	506	99.8	28	30.6	41.4	79.5	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	498	100	10.7	25.4	63.8	92.1	90.2	87.8	Yes	Yes
African American	447	99.6	51.7	35	13.3	60.9	67	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
Hispanic	33	100	30	33.3	36.7	83.3	77.8	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	107	99.1	74	18	8	35	34.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	22.9	31.4	45.7	85.7	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	373	99.5	53.1	33.4	13.5	58.9	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	657	99.1	23.1	33.9	43	76.9	56.5	67.3
Gender								
Male	327	98.2	23.9	31.3	44.8	76.1	56.1	66.9
Female	330	100	22.4	36.4	41.2	77.6	56.8	67.7
Racial/Ethnic Group								
White	332	99.7	8	27.8	64.2	92	86.3	79.6
African American	292	98.3	41.9	40.8	17.2	58.1	48.2	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	76.2	84.4
Hispanic	18	100	29.4	47.1	23.5	70.6	64.9	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	65	96.9	64.5	27.4	8.1	35.5	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	18	100	33.3	38.1	28.6	66.7	62.7	58.6
Socio-Economic Status								
Subsidized meals	238	97.9	47.4	37.6	15	52.6	46.5	55.4
Social Studies								
All Students	655	99.7	27.7	24.3	48.1	72.3	64	70.9
Gender								
Male	329	99.4	29.1	20.3	50.7	70.9	61.9	70.1
Female	326	100	26.3	28.2	45.5	73.7	66.1	71.7
Racial/Ethnic Group								
White	325	100	11.1	16.8	72.1	88.9	86.9	79.2
African American	291	99.3	47.6	32.6	19.9	52.4	57.7	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	24	100	23.8	33.3	42.9	76.2	67.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	70	97.1	55.6	22.2	22.2	44.4	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	23	100	24	36	40	76	65.2	68
Socio-Economic Status								
Subsidized meals	246	99.2	46.9	33.5	19.6	53.1	56.5	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	1012	99.3	24.4	36.1	39.5	75.6	63.4	72.1	96.5	95.9
Gender										
Male	505	99	29.1	38.6	32.3	70.9	56.3	65.2	96.2	95.7
Female	507	99.6	19.8	33.6	46.6	80.2	70.4	79.2	96.7	96.1
Racial/Ethnic Group										
White	503	99.6	8.2	31.9	59.9	91.8	86.2	80.8	96.8	96
African American	451	98.9	42.7	40.7	16.6	57.3	57.3	59.7	96	95.9
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	81.1	87	97.2	96.2
Hispanic	35	100	37.5	40.6	21.9	62.5	62.9	64.6	96.7	95.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.4	95.4	93.4
Disability Status										
Disabled	110	99.1	71.4	21	7.6	28.6	21.1	27.7	94.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	35.1	35.1	29.7	64.9	60.7	63.7	96.7	96.3
Socio-Economic Status										
Subsidized meals	374	98.7	45	41.8	13.2	55	55.2	61.9	95.4	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	346	100	20.2	31	48.8	79.8
	7	310	100	25.6	30.3	44.1	74.4
	8	345	100	29.6	21.2	49.2	70.4
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	346	100	22.9	28	49.1	77.1
	7	310	99.7	32.8	26.7	40.5	67.2
	8	345	99.7	32.4	35.2	32.4	67.6
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	174	97.1	29.3	45.1	25.6	70.7
	7	310	99.7	19.9	33.1	47	80.1
	8	173	100	22.7	23.9	53.4	77.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	173	100	12.7	32.7	54.5	87.3
	7	310	99.4	35.9	19.7	44.4	64.1
	8	172	100	27.8	24.1	48.1	72.2
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
2010	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	348	98.9	20.2	33.4	46.4	79.8
	7	315	99.4	28	42	30	72
	8	349	99.7	25.3	33.3	41.4	74.7

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