



## Crayton Middle

5000 Clemson Avenue  
Columbia, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,012 Students	
<b>Principal</b>	Susan Childs	803-738-7224
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Below Average
2006	Average	Below Average
2005	Good	Below Average
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

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

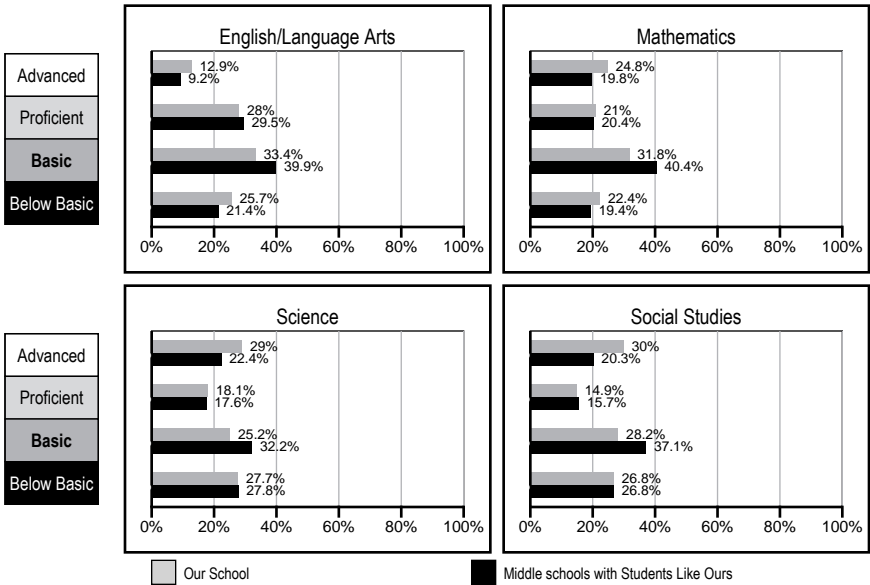
96%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	4	37	6	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	98.5
English 1	0	94.9
Physical Science	0	28.0
All Subjects	100.0	97.9

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,012)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	64.9%	Up from 62.3%	27.0%	19.4%
Retention rate	2.1%	Down from 2.5%	1.7%	1.8%
Attendance rate	96.3%	Up from 95.4%	96.1%	95.8%
Eligible for gifted and talented	36.6%	Down from 37.0%	21.3%	15.3%
With disabilities other than speech	10.9%	Up from 7.5%	11.4%	12.9%
Older than usual for grade	2.7%	Up from 1.2%	1.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.5%	0.9%	0.7%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=78)</b>				
Teachers with advanced degrees	64.1%	Down from 69.2%	57.6%	55.0%
Continuing contract teachers	65.4%	Down from 66.7%	74.6%	70.6%
Teachers with emergency or provisional certificates	13.9%	Up from 12.9%	3.6%	5.4%
Teachers returning from previous year	88.3%	Up from 86.8%	85.8%	83.4%
Teacher attendance rate	94.0%	Down from 94.2%	95.0%	94.9%
Average teacher salary	\$51,009	Up 5.2%	\$45,184	\$44,706
Professional development days/teacher	11.0 days	Up from 6.4 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 22.0 to 1	22.5 to 1	20.1 to 1
Prime instructional time	89.6%	Up from 89.0%	89.7%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.1%	98.0%
Character development program	Average	Down from Excellent	Good	Good
Dollars spent per pupil*	\$6,664	Up 2.6%	\$6,479	\$7,097
Percent of expenditures for instruction*	78.2%	Up from 77.9%	66.2%	64.4%
Percent of expenditures for teacher salaries*	75.4%	Up from 73.9%	60.9%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**Report of Principal and School Improvement Council**

In 2007-2008, Crayton Middle School students, faculty/staff, and parents were fortunate to move into a new facility. The new facility created a greater sense of community and an improved school climate.

Seventy of our 8th grade students earned Middle School Scholar and/or S.C. Junior Scholar recognition. Eleven 7th grade students were Duke TIP recipients. Our MATHCOUNTS team won first in the state. One hundred percent of the participating students passed the End of Course math exam. The Academic Team placed second in the district. Over 400 6th, 7th, and 8th grade Crayton students participated in the SuccessMaker Computer Lab daily. Crayton students earned awards at the Midland's Regional Science Fair (USC) and at the National History Day Competition. The National Junior Honor Society inducted 57 new members. The Arts program earned the greatest number of awards at the State Fair. All of the athletic teams had successful seasons. In addition, the number of students participating in co-curricular activities increased this year.

Girl's Circle, sponsored by St. Martin's Church, was offered after school for 6th graders. Academic support was offered after school for students scoring below basic on PACT. District benchmarks and science modules were used throughout the year to assess the effectiveness of reaching state standards.

Teacher quality remains exceptional with 100% of our faculty earning highly qualified status. Crayton has 17 National Board Certified teachers. Faculty worked weekly on PDCA (Plan, Do, Check, Act) by studying data and using varied instructional strategies more effectively. Teachers plan together by grade level departments and utilize common assessments. Administrators took part in the district Principal Professional Development Academy.

Classes and assemblies on school procedures were held on several occasions to help improve student discipline and to provide a safe climate. The anti-bullying procedures, implemented by guidance counselors, have continued to successfully reduce peer conflicts on campus. IBMYP Units to promote respect and an appreciation of our diverse cultures were taught. Community and service projects remain priorities.

Parent and community involvement remained high with increased business and faith-based partnerships. The international Crossing Borders Celebration was held again this year. The PTO, SIC, and business partners (to include Faith-Based Partners) continued to provide strong support to the school. The school-wide Communication Plan continues to be updated to further facilitate dialogue among faculty/staff, parents, and students.

Susan G. Childs, Principal

Fran McCaskill, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	74	293	108
Percent satisfied with learning environment	65.8%	66.1%	86.0%
Percent satisfied with social and physical environment	76.4%	71.1%	76.4%
Percent satisfied with school-home relations	87.8%	85.2%	77.9%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 15 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. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.1%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	989	99.2	25.4	33.6	28.1	13	51.1	41.2	48.2	Yes	Yes
<b>Gender</b>											
Male	482	99	28.2	35.6	27.8	8.5	47.5	35	41.7	N/A	N/A
Female	507	99.4	22.7	31.7	28.5	17.1	54.4	47.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	496	99.6	9.2	29.6	40.6	20.6	72.9	73	60	Yes	Yes
African American	431	99.1	44.9	39.2	13.2	2.7	24.5	33.3	31.7	No	Yes
Asian/Pacific Islander	15	93.3	15.4	23.1	30.8	30.8	69.2	77.6	70.4	I/S	I/S
Hispanic	29	96.6	45.5	31.8	9.1	13.6	27.3	42.7	38.4	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	104	99	74.7	16.5	7.7	1.1	9.9	14.1	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	39	100	35.3	41.2	14.7	8.8	29.4	42.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	376	98.7	50.8	36.3	10.7	2.2	19.2	31.2	34	No	Yes

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

All Students	989	99.4	25.2	35	18.7	21.2	49.2	34.9	45.8	Yes	Yes
<b>Gender</b>											
Male	482	99.2	25.4	36.6	15.8	22.2	47.4	33.8	45.6	N/A	N/A
Female	507	99.6	24.9	33.5	21.3	20.3	51	35.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	496	99.6	8.8	31.5	26.5	33.3	70.4	71.2	59	Yes	Yes
African American	431	99.3	46	38.5	10.4	5.1	23.5	25.8	26.9	No	Yes
Asian/Pacific Islander	15	100	14.3	28.6	7.1	50	71.4	74.6	71.3	I/S	I/S
Hispanic	29	96.6	36.4	40.9	4.5	18.2	27.3	37.9	38.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	104	99	72.5	22	4.4	1.1	11	12.2	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	39	100	29.4	52.9	2.9	14.7	26.5	36.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	376	99.2	49.8	38.2	7.5	4.4	20.1	24.6	31.4	No	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	649	99.4	27.3	25.3	18.2	29.2	47.4	25.3	35.7	96.3	96.1
<b>Gender</b>											
Male	321	99.1	26.2	24.1	18.6	31	49.7	26	37.4	95.9	95.8
Female	328	99.7	28.4	26.4	17.8	27.4	45.2	24.6	33.8	96.6	96.3
<b>Racial/Ethnic Group</b>											
White	321	99.7	10.9	23.4	19.9	45.8	65.7	61.9	49.2	97.1	96.3
African American	283	98.9	47.3	26.9	17.1	8.6	25.7	16.4	17	95.3	96
Asian/Pacific Islander	12	100	9.1	36.4	9.1	45.5	54.5	56.8	58	95.7	96
Hispanic	23	100	41.2	35.3	5.9	17.6	23.5	25.7	24.9	96.2	96.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.1	94.6
<b>Disability Status</b>											
Disabled	70	98.6	62.3	26.2	8.2	3.3	11.5	8.9	14	94.5	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	27	100	40.9	45.5	4.5	9.1	13.6	25.2	24.4	96.2	96.7
<b>Socio-Economic Status</b>											
Subsided meals	252	99.2	50.2	28.9	14.7	6.2	20.9	15.1	21.1	95.1	95.8
<b>Social Studies</b>											
All Students	651	98.5	26.1	28.5	15.1	30.3	45.4	27.2	34	96.3	96.1
<b>Gender</b>											
Male	314	97.8	25.4	27.1	12.9	34.6	47.5	28.1	36.6	95.9	95.8
Female	337	99.1	26.8	29.7	17.1	26.5	43.5	26.2	31.3	96.6	96.3
<b>Racial/Ethnic Group</b>											
White	332	98.8	11.4	24.9	19.6	44.2	63.7	60.9	44.5	97.1	96.3
African American	277	97.8	44.5	34.3	8.1	13.1	21.2	18.2	19.1	95.3	96
Asian/Pacific Islander	11	100	30	20	0	50	50	64.9	58.9	95.7	96
Hispanic	18	100	53.3	13.3	13.3	20	33.3	33.3	27.5	96.2	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.1	94.6
<b>Disability Status</b>											
Disabled	69	98.6	55.2	27.6	8.6	8.6	17.2	9.7	14.4	94.5	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	26	100	37.5	16.7	33.3	12.5	45.8	36.4	27.3	96.2	96.7
<b>Socio-Economic Status</b>											
Subsided meals	244	98	48.3	33	10.3	8.4	18.7	16.8	21	95.1	95.8

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	315	100	20.5	38.9	28.9	11.7	40.6
	7	359	99.4	26.6	34.4	31.6	7.5	39.1
	8	372	99.2	23.8	36.9	31.8	7.4	39.3
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	331	98.8	26	29.9	23.5	20.6	44.1
	7	315	99.1	21.2	39.2	31.8	7.8	39.6
	8	343	99.7	28.5	32	29.4	10	39.5
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	315	100	17.1	34.9	22.5	25.5	48
	7	358	99.4	21.9	34.1	18.4	25.6	44.1
	8	372	99.2	30.7	42.7	16.4	10.1	26.6
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	331	99.1	24.7	27.2	22.1	26	48.1
	7	315	99.4	18.7	39.4	19	22.9	41.9
	8	343	99.7	31.6	38.7	14.8	14.8	29.7
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	161	100	34.2	24.8	18.8	22.1	40.9
	7	357	99.7	28.4	19.1	17.8	34.7	52.5
	8	190	99	23.5	32.5	23.5	20.5	44
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	162	100	40.9	16.9	18.8	23.4	42.2
	7	315	99.1	20.1	27.6	19.1	33.2	52.3
	8	172	99.4	26.9	29.5	16	27.6	43.6
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	155	100	9.5	25	19.6	45.9	65.5
	7	357	99.7	35	23.4	11.6	30	41.6
	8	180	99.4	19.5	35.5	17.2	27.8	45
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	166	99.4	15.8	18.4	17.1	48.7	65.8
	7	315	97.8	37.3	33	8.2	21.5	29.7
	8	170	98.8	16.3	30.7	25.5	27.5	52.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample