

CRAYTON MIDDLE

5000 Clemson Avenue
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	1,038 Students	
Principal	Susan Childs	803-738-7224
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Excellent**	**Good**
2010	Good	Good
2009	Good	Average
2008	Average	Below Average
2007	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 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://.eoc.sc.gov

CRAYTON MIDDLE	11/09/11-4001031

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

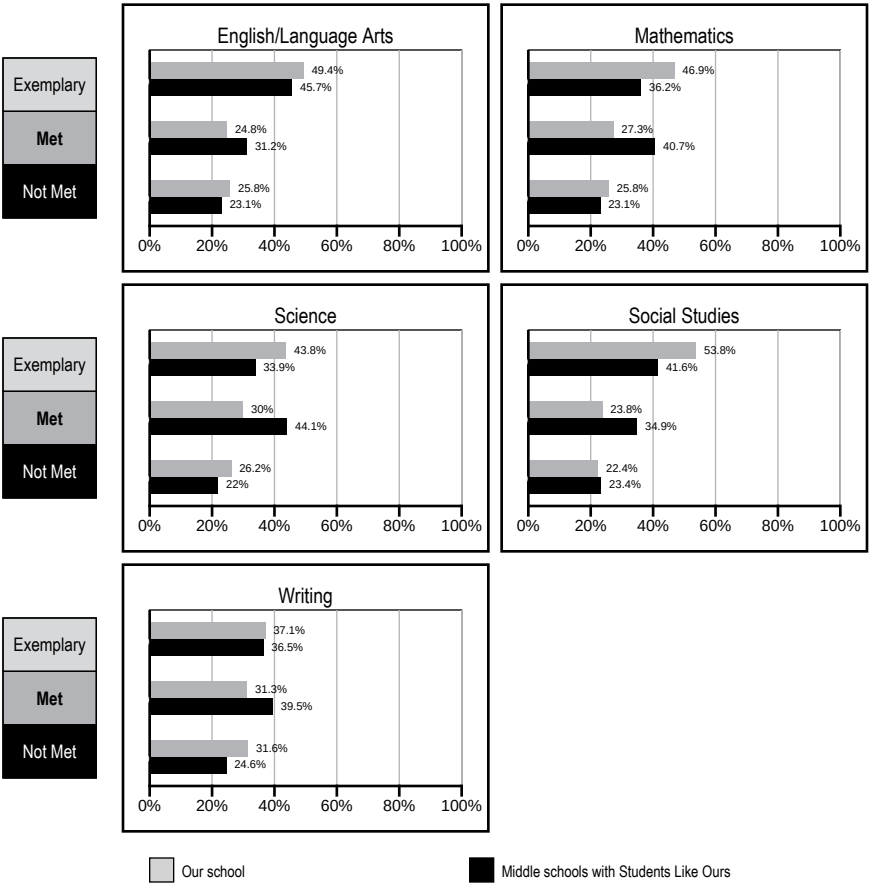
Percent of students tested in 2010-11 whose 2009-10 test scores were located	96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	13	8	1	0

* Ratings are calculated with data available by 11/09/2011.

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	99.5%	97.0%
English 1	N/A	96.9%
Biology 1/Applied Biology 2	N/A	94.8%
Physical Science	N/A	35.2%
US History and the Constitution	N/A	100%
All Subjects	99.5%	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,038)				
Students enrolled in high school credit courses (grades 7 & 8)	50.2%	Down from 69.2%	34.9%	24.5%
Retention rate	0.1%	Down from 0.4%	0.4%	0.7%
Attendance rate	95.6%	Down from 96.5%	96.3%	95.9%
Served by gifted and talented program	44.1%	Up from 42.3%	24.3%	17.8%
With disabilities other than speech	6.7%	Down from 10.7%	7.2%	9.2%
Older than usual for grade	1.2%	Down from 1.5%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Up from 1.8%	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=69)				
Teachers with advanced degrees	60.9%	Down from 61.8%	60.0%	60.0%
Continuing contract teachers	73.9%	Up from 73.5%	86.0%	82.6%
Teachers returning from previous year	85.1%	Up from 83.6%	89.1%	85.6%
Teacher attendance rate	94.5%	Up from 93.6%	94.9%	95.3%
Average teacher salary*	$50,533	Down 3.7%	$47,737	$46,300
Professional development days/teacher	6.7 days	Down from 6.9 days	9.6 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 21.6 to 1	23.5 to 1	21.5 to 1
Prime instructional time	89.8%	Up from 89.7%	90.8%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	98.2%	98.1%
Character development program	Average	Down from Excellent	Good	Good
Dollars spent per pupil**	$7,026	Down 13.2%	$6,790	$7,634
Percent of expenditures for instruction**	76.4%	Down from 77.5%	66.1%	64.0%
Percent of expenditures for teacher salaries**	73.1%	Up from 72.6%	64.0%	61.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2010-2011 school year has been another banner year for Crayton Middle School. Crayton earned the Palmetto Silver Award for outstanding academic performance. The Crayton Cavaliers won the District Championship in football for the third consecutive year. In addition, the Mock Trial Team was the State Runner Up.

Many other honors were earned at Crayton. 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 won awards in the District Visual Literacy festival events, and the State Fair art competition. The Mathcounts Team continued the tradition of excellence. Our performing arts programs provided phenomenal performances and had many students earn district and state honors.

The continued focus of Positive Behavior Intervention and Support (PBIS) provided the structure and clear expectations which allowed the Crayton community to improve the overall learning environment. The International Baccalaureate Middle Years Programme (IBMYP) and the Making Middle Grades Work (MMGW) continue to offer a framework for Crayton as we strive to meet 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 PTO supported the 2nd Annual Crayton Cookout, inviting all students and families to enjoy a community celebration.

Like many schools, our greatest challenge is to increase the academic performance of our minority students. We are deeply committed to making significant gains by monitoring high expectations, providing engaging lessons, and by building positive relationships.

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, 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.

Sandra Spigner, SIC Chairperson
Susan G. Childs, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	276	134
Percent satisfied with learning environment	90.8%	64.7%	78.0%
Percent satisfied with social and physical environment	89.2%	68.7%	82.0%
Percent satisfied with school-home relations	89.4%	82.9%	82.4%

* 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 20 out of 24 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

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CRAYTON MIDDLE										11/09/11-4001031
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 = 79.4% (Met or Exemplary)										
All Students	1032	99.5	25.5	24.9	49.6	82.1	78.3	82.4	Yes	Yes
Gender										
Male	519	99.4	27	24.3	48.7	80.6	74.3	78.7	N/A	N/A
Female	513	99.6	24	25.5	50.5	83.6	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	511	100	7.6	18.4	74	95.2	92.8	88.9	Yes	Yes
African American	461	99.4	48.2	30.8	21	65.4	74.2	72.9	No	Yes
Asian/Pacific Islander	16	93.8	8.3	25	66.7	91.7	89.4	93	I/S	I/S
Hispanic	42	97.6	15.4	46.2	38.5	92.3	83.9	79.3	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.4	83	I/S	I/S
Disability Status										
Disabled	99	100	63	22.8	14.1	47.8	45.7	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	35	100	23.1	43.6	33.3	87.2	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	441	98.9	48	31.1	20.9	64.2	73.5	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	1032	99.6	25.6	27.3	47.1	81.8	75.1	81.9	Yes	Yes
Gender										
Male	519	99.4	27	25.2	47.9	81.2	73.5	79.9	N/A	N/A
Female	513	99.8	24.2	29.5	46.3	82.4	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	511	99.8	9.8	19.6	70.5	94.8	92.1	88.9	Yes	Yes
African American	461	99.4	45.8	34.6	19.6	65.4	70.3	71.4	Yes	Yes
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	93.3	94.6	I/S	I/S
Hispanic	42	100	17.5	45	37.5	87.5	82.1	81.1	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	84.4	I/S	I/S
Disability Status										
Disabled	99	99	64.8	23.1	12.1	41.8	40.4	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	35	97.1	18.4	42.1	39.5	89.5	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	441	99.3	46.3	34.7	19.1	65.6	69.8	74.9	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	689	99.7	26	30.1	43.9	74	58.7	68.6
Gender								
Male	335	99.7	27.2	25.3	47.4	72.8	58.2	68.3
Female	354	99.7	24.8	34.6	40.6	75.2	59.2	68.9
Racial/Ethnic Group								
White	340	100	7.8	25	67.2	92.2	87.8	80.7
African American	314	99.4	47.5	35.9	16.5	52.5	51	51.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	70.1	85.3
Hispanic	24	100	22.7	31.8	45.5	77.3	63.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75	70.8
Disability Status								
Disabled	78	100	62.5	23.6	13.9	37.5	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	21	100	33.3	29.2	37.5	66.7	54.3	60.7
Socio-Economic Status								
Subsidized meals	309	99.4	47.7	35.6	16.7	52.3	50.1	57.3
Social Studies								
All Students	692	99.7	22.2	23.9	54	77.8	64.7	72.5
Gender								
Male	363	99.7	23.5	19.1	57.4	76.5	63.6	72
Female	329	99.7	20.7	29.1	50.2	79.3	65.8	73.1
Racial/Ethnic Group								
White	343	100	8.1	19.1	72.8	91.9	88.4	81
African American	305	99.3	40.3	29.1	30.6	59.7	58.3	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	73.3	89
Hispanic	32	100	13.3	26.7	60	86.7	71	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.7	73.5
Disability Status								
Disabled	61	100	62.1	17.2	20.7	37.9	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	23	100	19.2	34.6	46.2	80.8	65.7	69.7
Socio-Economic Status								
Subsidized meals	285	99.3	43	28.3	28.7	57	56.8	62.9

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CRAYTON MIDDLE										11/09/11-4001031
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	School Attendance Rate	District Attendance Rate
Writing										
All Students	306	99.4	31.2	31.5	37.3	68.8	66.5	73.2	95.6	96.1
Gender										
Male	158	99.4	34.7	32	33.3	65.3	62	67.2	95.3	95.9
Female	148	99.3	27.5	31	41.5	72.5	71.2	79.4	95.8	96.3
Racial/Ethnic Group										
White	151	100	9.3	32.7	58	90.7	87.8	81.5	96.4	96.2
African American	135	100	56.8	29.6	13.6	43.2	60.7	61.3	94.6	96.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	83.3	87	96.7	96.5
Hispanic	14	92.9	50	41.7	8.3	50	74.8	66.7	95.7	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	94	94.5
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	21.1	23.7	26	93.2	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	53.8	30.8	15.4	46.2	66.2	65.7	95.9	95.9
Socio-Economic Status										
Subsidized meals	112	98.2	59.8	27.1	13.1	40.2	59.1	63.2	94	95.9

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CRAYTON MIDDLE							11/09/11-4001031
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	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	375	100	25.6	25.1	49.3	74.4
	7	350	99.4	24.2	25.4	50.5	75.8
	8	307	99	26.9	24.1	49	73.1
Mathematics							
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
2011	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	375	100	23.4	26.2	50.4	76.6
	7	350	99.4	23.5	26.6	49.8	76.5
	8	307	99.4	30.6	29.6	39.9	69.4
Science							
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
2011	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	188	100	31.8	43.2	25	68.2
	7	350	99.4	20.2	27.5	52.3	79.8
	8	151	100	31.9	20.1	47.9	68.1

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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							
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
2011	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	187	100	14.5	29.1	56.4	85.5
	7	350	99.4	29.7	22	48.3	70.3
	8	155	100	14.9	21.6	63.5	85.1
Writing							
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
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	306	99.4	31.2	31.5	37.3	68.8

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