



Crayton Middle

5000 Clemson Road
Columbia, SC 29206

Grades	6-8 Middle School	
Enrollment	1,135 Students	
Principal	Susan G. Childs	803-738-7224
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Good
2010	Good	Good
2009	Good	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://www.eoc.sc.gov>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

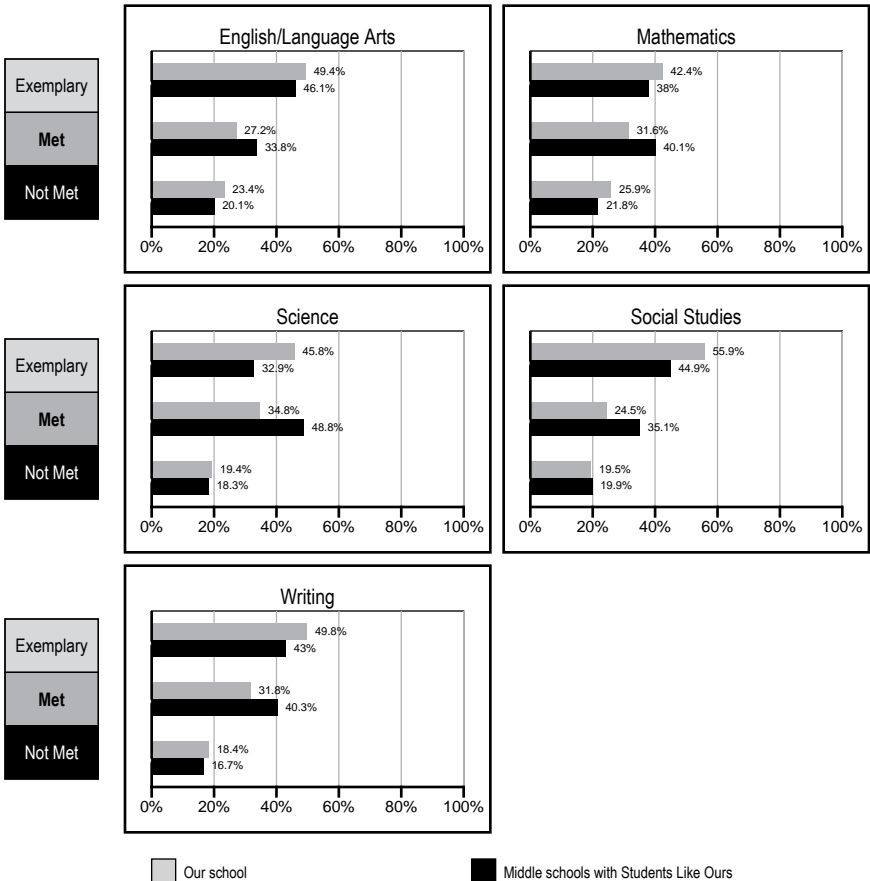
94.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	7	6	0	0

* Ratings are calculated with data available by 03/14/2014.

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%	95.7%
English 1	N/A	95.7%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	95.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,135)				
Students enrolled in high school credit courses (grades 7 & 8)	44.9%	Down from 75.6%	37.6%	24.6%
Retention rate	0.2%	Down from 0.4%	0.4%	0.6%
Attendance rate	95.3%	Down from 95.9%	96.6%	95.9%
Served by gifted and talented program	43.9%	N/A	27.8%	18.5%
With disabilities	12.8%	N/A	11.3%	13.0%
Older than usual for grade	2.6%	N/A	2.7%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Down from 1.8%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	66.2%	Up from 62.1%	65.2%	61.5%
Continuing contract teachers	70.6%	Down from 77.3%	79.0%	77.2%
Teachers returning from previous year	86.8%	Down from 87.7%	88.3%	85.9%
Teacher attendance rate	94.3%	No Change	95.3%	94.9%
Average teacher salary*	\$51,923	Up 2.9%	\$49,047	\$47,313
Professional development days/teacher	7.3 days	No Change	10.6 days	10.1 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	23.9 to 1	Up from 22.6 to 1	24.2 to 1	22.1 to 1
Prime instructional time	88.9%	Down from 89.6%	90.5%	89.6%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.9%	Down from 100.0%	98.5%	99.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,053	Up 6.6%	\$6,810	\$7,239
Percent of expenditures for instruction**	76.0%	Up from 75.7%	65.0%	63.0%
Percent of expenditures for teacher salaries**	73.0%	Down from 73.4%	63.0%	61.0%

* 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

Crayton Middle School serves 6th through 8th grade students, and is located in the heart of the Forest Acres community. Our community members and parents acknowledge our students as a commodity and give an extensive amount of support to the achievements of our school. .

Many honors were achieved during the 2012 – 2013 school year including The Palmetto Gold Award, the state's highest award for student achievement and The Palmetto Gold Award for academic improvement. 141 students were named Middle School Scholars. These students maintained a GPA of 3.4 in their AAP classes. 139 students were named South Carolina Junior Scholars earning a PSAT score of 50 or higher on any one of the three subtests in reading, math and writing. 15 8th grade students were inducted into the National Junior Honor Society earning a cumulative GPA of 3.75 or higher in all classes as well as achievements in character and leadership skills. 100% of our students passed the End of Course math exams, many students were Duke Tip recipients, and our MathCounts team placed third in the region.

Crayton has celebrated many successes this year in athletics as well as the visual and performing arts. The Crayton Lady Cavaliers Volleyball team earned the district championship. 77 of our students are athletically talented enough to have earned positions on Junior Varsity and Varsity sports teams at the high school level. Students earned awards at the South Carolina State Fair and at the Richland County School District One Art Exhibit.

Crayton completed its ninth year as an International Baccalaureate Middle School Programme (IBMP) school and continues as a Making Middle Grades Work (MMGW) site, which is a comprehensive improvement framework that will assist us as we continue to meet our goals. Crayton continues to build on our Positive Behavior Intervention and Support (PBIS) for students which helps provide the structure and clear expectations that allows the Crayton community to improve and enhance our overall learning environment. Students were allowed to participate in incentive programs thereby strengthening our strong sense of community.

Our hardworking faculty and staff is comprised of highly-qualified and dedicated individuals. Teachers work collaboratively to provide effective and engaging learning experiences for all students. Teachers practice common planning and common assessment to keep expectations at a high level. By analyzing data, including data from MAP testing and PASS testing, teachers are able to determine strengths and weaknesses in instruction so as to continuously make improvements.

Helen Russell, SIC Chairperson
Susan G. Childs, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	272	127
Percent satisfied with learning environment	79.2%	65.5%	82.7%
Percent satisfied with social and physical environment	85.5%	70.9%	77%
Percent satisfied with school-home relations	89.6%	76.2%	78.2%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	86.4
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Crayton Middle school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	662.8	660.4	652.3	667.6	100.0	100.0
Male	659.1	657.8	652.5	672.4	100.0	100.0
Female	666.5	663.1	652.1	662.9	100.0	100.0
White	689.8	687.4	675.5	698.2	100.0	100.0
African American	628.6	627.3	621.1	631.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	654.2	640.6	646.3	646.4	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	602.8	599.5	589.6	604.9	100.0	100.0
Limited English Proficient	652.8	642.5	645.2	644.1	100.0	100.0
Subsidized meals	628.0	628.1	620.2	630.2	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
2012	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	357	100	26.5	20.4	53.1	73.5
	7	373	100	18.9	28	53.1	81.1
	8	319	100	20.1	23.7	56.3	79.9
2013	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	374	100	18.4	28.3	53.3	81.6
	7	366	100	26.1	28.7	45.1	73.9
	8	379	100	25.6	24.5	49.9	74.4
Mathematics							
2012	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	357	100	21.8	27.4	50.7	78.2
	7	372	100	20.9	26.6	52.6	79.1
	8	319	100	20.1	38.2	41.8	79.9
2013	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	374	100	22.4	31.2	46.5	77.6
	7	366	100	28.2	24.4	47.4	71.8
	8	379	100	27.2	39	33.8	72.8
Science							
2012	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	177	100	27.5	46.7	25.7	72.5
	7	372	100	17.9	31.3	50.7	82.1
	8	159	99.4	9.3	27.8	62.9	90.7
2013	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	23.2	48.6	28.2	76.8
	7	366	100	16.8	30.2	53	83.2
	8	191	100	22.2	29.7	48.1	77.8

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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							
2012	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	179	100	10.5	38.4	51.2	89.5
	7	372	99.7	22.9	26.3	50.9	77.1
	8	159	99.4	13.9	21.2	64.9	86.1
2013	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	14.8	29.5	55.7	85.2
	7	366	100	23.6	26.5	49.9	76.4
	8	188	100	17.6	15.4	67	82.4
Writing							
2012	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	320	99.7	18	24.6	57.4	82
2013	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	377	100	17.2	31.8	51	82.8
	7	372	99.7	22.3	31.9	45.8	77.7
	8	382	99.7	15.5	31.8	52.7	84.5

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