

# CRAIGMONT MIDDLE SCHOOL



**STATE  
OF THE  
SCHOOLS**



**January 23, 2025  
5:30 pm**

*Dr. L. Haywood, Principal  
Mr. C. Berry, Asst. Principal*

*Mrs. G. Long, PLC Coach  
Mrs. C. Carpenter, Instructional Facilitator  
Ms. E. Bini, Optional School Coordinator*

Welcome	Dr. L. Haywood, Principal
General Information	Dr. L. Haywood, Principal
Data	Dr. L. Haywood, Principal
Review/Revise Family Engagement Plan & Parent School Compact	
More Data -	Mrs. G. Long, PLC Coach
Understanding Your Child's Data	Mrs. G. Long, PLC Coach
How all stakeholders can contribute	Dr. L. Haywood, Principal
Q & A Session	Dr. L. Haywood, Principal
Closing	Dr. L. Haywood, Principal

# CRAIGMONT MIDDLE SCHOOL

## Agenda

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# CMS' HIGHLIGHTS

- **Level 5 school, 3 consecutive years**
- **Optional School with International Studies**
- **Offer Japanese & Algebra I for High School credit**
- **Fine Arts program**
- **Ten students scored 20+ on the ACT8/9**

**CRAIGMONT  
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**STATE  
OF THE  
SCHOOLS**

The Memphis logo is a circular emblem featuring a central figure, possibly a person or a symbol, surrounded by the text "MEMPHIS" and "MISSISSIPPI" in a circular arrangement.

6



145 scholars are featured on the "Brag Boards" for Meeting or Exceeding Expectations on one or more than one section of the Spring 2024 TCAP.

STUDENTS

7



Great work  
Keep it UP

Strive for  
excellence

STUDENT 8



WORK

We look forward to the accomplishments of the CMS Chiefs during the 2024-25 school year.

# MISSION

**At Craigmont Middle, we are CMS  
Chiefs!!**

**College & Career Ready**

**Motivated**

**Students who are**

**Collborative**

**Helpful**

**International Learners**

**Engaged**

**Focused &**

**Striving for Success!**

# VISION

Provide challenging content EVERYDAY  
that promotes CRITICAL THINKING,  
global COMPETITION & effective  
COLLABORATION with diverse peers to  
develop WELL ROUNDED STUDENTS.

**CHIEFS  
BELIEVE**



**CHIEFS  
ACHIEVE**



# MORE THAN ACADEMICS



**3 CONSECUTIVE YEARS**

**COLOR GUARD**

**TRACK & FIELD**

**Algebra I**

**BASEBALL**

**ORCHESTRA**

**OPTIONAL ESL**

**SCHOOL BaNd**

**Soccer**

**PTO FOOTBALL**

**CHEER**

**HONOR CLASSES**

**CRAIGMONT MIDDLE**

**chiefs**

**Basketball**

**VOLLEYBALL**

**SOFTBALL**

**choir**

**Level 5**



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<b>TVAAS</b>	<b>Level 5</b>
<b>School Letter Grade</b>	<b>B</b>
<b>Success Rate</b>	<b>20.1%</b>
<b>Attendance Rate</b>	<b>95.5%</b>
<b>Industry Certifications</b>	<b>32</b>
<b>TCAP (proficiency rate)</b>	
<b>ELA</b>	<b>19.3%</b>
<b>Math</b>	<b>21.2%</b>
<b>Algebra</b>	<b>32%</b>
<b>Science</b>	<b>28.7%</b>
<b>Social Studies</b>	<b>24.6%</b>

# TVAAS

TVAAS				
School Wide Composite <input type="text" value="v"/>	School Wide Literacy <input type="text" value="v"/>	School Wide Numeracy <input type="text" value="v"/>	School Wide Science <input type="text" value="v"/>	School Wide Social Studies <input type="text" value="v"/>
5	4	5	5	4



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# LETTER GRADE

# B

2023-24 School Letter Grades and Indicators Compared to 2022-23											
School Name	Grade Pool	22-23 Achievement Score	23-24 Achievement Score	22-23 Growth Score	23-24 Growth Score	22-23 Growth25 Score	23-24 Growth25 Score	22-23 Letter Grade Score	23-24 Letter Grade Score	22-23 Letter Grade	23-24 Letter Grade
Craigmont Middle	K8	2.0	2.0	5	5	5	5	3.5	3.5	B	B



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# What Is A School Letter Grade?

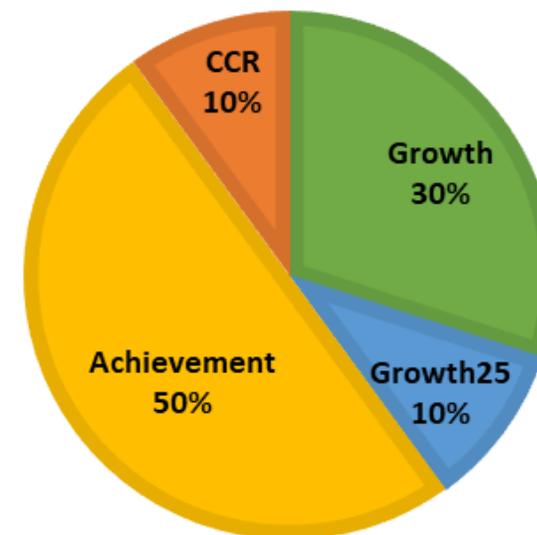
Tennessee uses an A-F letter grade rating system for schools. The letter grades are assigned based on multiple indicators, including student achievement (ACH), academic growth (GTH), and college and career readiness (CCR).



### K-8 SCHOOLS



### HIGH SCHOOLS



Based on their data, schools are assigned indicator scores (1-5), and these scores are multiplied by assigned weights to generate a letter grade score. Letter grade scores are cross-walked into a letter grade

# TCAP

ELA									
2022-2023					2023-2024				
Below	Approaching	Met	Exceeding	Met plus Exceeding	Below	Approaching	Met	Exceeding	Met plus Exceeding
33.9%	45.3%	17.6%	3.2%	20.8%	35.2%	45.5%	18%	1.3%	19.3%

MATH									
2022-2023					2023-2024				
Below	Approaching	Met	Exceeding	Met plus Exceeding	Below	Approaching	Met	Exceeding	Met plus Exceeding
48.5%	35.6%	14.7%	1.3%	15.9%	42.9%	35.9%	18.8%	2.4%	21.2%

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# TCAP

## SCIENCE

2022-2023					2023-2024				
Below	Approaching	Met	Exceeding	Met plus Exceeding	Below	Approaching	Met	Exceeding	Met plus Exceeding
29.4%	45.7%	22.5%	2.4%	24.9%	26.3%	45%	26.1%	2.6%	28.7%

## SOCIAL STUDIES

2022-2023					2023-2024				
Below	Approaching	Met	Exceeding	Met plus Exceeding	Below	Approaching	Met	Exceeding	Met plus Exceeding
32%	44.3%	21.9%	1.7%	23.7%	30.4%	45%	22.2%	1.7%	23.7%

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**OUR  
24-25**



**TARGET**

**Based on 463 students**

<b>ELA 24.3%</b>		<b>SCIENCE 33.2%</b>	
ELA 6 (167)	41 students	Science 6	56 students
ELA 7 (146)	36 students	Science 7	49 students
ELA 8 (151)	37 students	Science 8	51 students
<b>MATH 25.6%</b>		<b>SOCIAL STUDIES 29.3%</b>	
Math 6	43 students	Social Studies 6	49 students
Math 7	38 students	Social Studies 7	43 students
Math 8	39 students	Social Studies 8	45 students
<b>ALGEBRA I 36.3%</b>			
Algebra I	5 students		



**Microsoft®**

# INDUSTRY CERTIFICATIONS



PowerPoint **20**



Word **6**  
Word Expert **2**



Excel **2**  
Excel Expert **2**

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# 2024 FALL STUDENT PERCEPTION SURVEY

## 30 TEACHERS

Craigmont Middle School

92.9% - 814/876



Fall 2024 Student Perception  
of Teacher Instruction

Group Name

Group Size

Classroom Engagement

Classroom Learning  
Strategies

Classroom Rigorous  
Expectations

Classroom  
Teacher-Student Relationships

Pedagogical  
Effectiveness

All respondents

814

47%

62%

67%

60%

69%

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# ENROLLMENT

Grade	Total
6 <sup>th</sup>	166
7 <sup>th</sup>	157
8 <sup>th</sup>	152
Total	475



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# ATTENDANCE

	2024 - 2025 YTD	2023 - 2024 End Year	Year-Over-Year Change
Attendance Rate	95.5%	91.3%	4.1% ▲
Projected Chronic Absenteeism	9.7%	29.4%	-19.7% ▼
At High Risk of Chronic Absenteeism	14.3%	32.7%	-18.4% ▼
Perfect Attendance Rate	14.7%	3.3%	11.4% ▲
Truancy - SART	1.3%	2.7%	-1.5% ▼
Truancy - SARB	0.8%	2.9%	-2.1% ▼

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# ATTENDANCE

## C.O.M.E to Win

**Champions 329**

**Winners 89**

**Participants 44**

**Champions 95.5% or higher**

**Winners 90.1% - 95.4%**

**Participants 90% or less**

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# REPORT CARD



**Craigmont Middle**  
 3455 Covington Pike, Memphis, TN 38128  
 901-416-7780  
 Principal: Lakeisha Haywood

**Reading Level**

**is a Champion!**

Students who are Champions have greater than 95% attendance.  
 Attendance rate is 100%.

School Year: 2024 - 2025

Report Card

Printed: 11/20/2024

Student: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Grade Level: **8** Student Number: \_\_\_\_\_

is on a 8th grade Reading Level.  
 is performing Mid or Above Grade Level in Reading according to the iReady Fall Benchmark Diagnostic Assessment.

You can schedule time to meet with your child's teacher to learn more.

**Y**

		Semester 1					Semester 2					Final	Teacher Comments			
		Quarter 1		Quarter 2			Quarter 3		Quarter 4					Semester 2		
Measures	Standards	Exam	Grade	Grade	Complet	Advances	Standards	Grade	Complet	Advances	Standards	Exam	Grade	State Test	Grade	Credits

This 8th grade student is on a 9th grade reading level. Great Job!

Parent Signature: \_\_\_\_\_

Education and employment opportunities without regard to race, color, age, disability, marital status or gender information

**CRAIGMONT MIDDLE SCHOOL**

# ACADEMIC SCORECARD

Bailey Tupac Long

Craigmont Middle  
MSCS: Academic Scorecard

Grade: 6

Yes Direct Certified	No Student With Disabilities	English Native English Language Background	No Section 504
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<b>Attendance</b> <b>95%</b> Student Attendance Rate <b>93%</b> District Attendance Rate <b>7</b> Total Days Absent	Attendance Rate shows the percentage of days a student has been present since they have been enrolled. The District Attendance Rate is the rate for all students in the same grade level as this student.	<b>7</b> Days Chronically Absent <b>Chronic Absenteeism Status: Satisfactory</b>	<b>7</b> Days Truant <b>Tuancy Status: Truant (SART)</b>
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Course Grades	Q1	Q2	S1	Q3	Q4	S2	Y1
Computer Science (NS) 6-90							
English Language Arts 06							
Homeroom 06							
Homeroom 06							
Lang Arts 06 (Enriched)		C	C	C			
Language Arts Lab 7&180							
Lunch 06							
Math 06							
Math 06 (Enriched)		C	B	B			
Math Lab 6-180		A	D	B			
Math Lab 6-180							
PHY ED Major 6-90		B	A	A			A
PHY ED Major 6-90							
Science 06							
Science 6 Hon		C	D	C			
Soc Studies 6 Hon		B	C	B			
Social Stud 06							

**Behavior**  
Student behavior prevention and intervention strategies as defined in the State RTI-Behavior framework involving all staff are key positive culture building activities. Student discipline actions are tracked in five categories:

**Progressive Discipline Events: 0**  
Progressive discipline refers to any discipline consequence that does not exclude a child from the classroom. These actions are meant to improve behavior before it becomes a repeating issue.

**ISS: 0 OSS: 0**  
ISS and OSS refer to in-school and out-of-school suspensions that remove a child from the classroom.

**Expulsion: 0**  
Expulsion refers to a long-term suspension in which a student typically does not return to their home school for the remainder of the year.

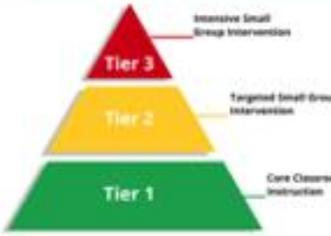
**Remand: 0**  
Remand refers to a student placement in an alternative school program following an expulsion.

**State Assessment**  
No state assessment data available at this time.

**Response to Intervention (RTI2)**

 **1**  
Literacy Tier

 **1**  
Math Tier



**Response to Instruction & Intervention (RTI2)** indicates any formal academic intervention a student is receiving in English Language Arts or math. Intervention intensity and frequency increases across Tier 2 and 3.

**Students in Tier 1** engage in grade level content during Core instruction. K-2 students performing below grade level in reading receive additional support through the Third Grade Commitment (3GC).

**Students in Tier 2** receive additional small group and online intervention. Progress is monitored bi-weekly.

**Students in Tier 3** receive more frequent and intense small group and online intervention, compared to Tier 2. Progress is monitored weekly.

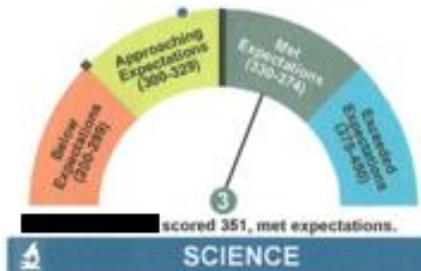
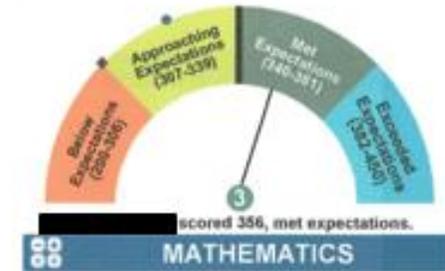
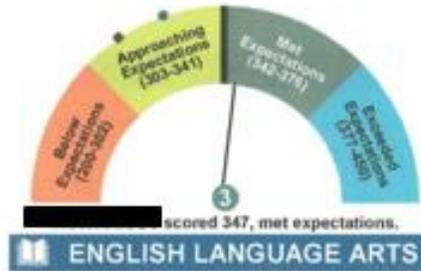
Find more information, visit MSCS RTI online at [http://www.scsk12.org/c/rti\\_rbo?PID=1544](http://www.scsk12.org/c/rti_rbo?PID=1544)

# CRAIGMONT MIDDLE SCHOOL

# TCAP STUDENT REPORT

TCAP measures how well [redacted] met grade level expectations. TCAP results should be combined with other measures like report card grades, teacher input, and classroom work to give families and teachers a more complete picture of a student's academic progress. This report will help you use TCAP results to identify where [redacted] is doing well and where additional support in each subject may be needed.

## How well did [redacted] meet grade level expectations?



- 1 Below Expectations**  
The student did not meet Tennessee's grade level expectations and has little knowledge of the skills and concepts in the subject.
- 2 Approaching Expectations**  
The student is approaching Tennessee's grade level expectations and has a partial understanding of the skills and concepts in the subject.
- 3 Met Expectations**  
The student met Tennessee's grade level expectations and has a thorough understanding of the skills and concepts in the subject.
- 4 Exceeded Expectations**  
The student met Tennessee's grade level expectations and understands the most complex skills and concepts in the subject.

State - The average score on this test statewide      School - The average score on this test in your student's school

To learn more, log in at [familyreport.tnedu.gov](http://familyreport.tnedu.gov)

Unique Access Code (USID\*) [redacted]

\* This ID may be different than your school district's student ID.

# CRAIGMONT MIDDLE SCHOOL



# PRE ACT 8/9 STUDENT REPORT

CRAIGMONT MIDDLE SCHOOL (Code: 978-097)  
Grade: 8

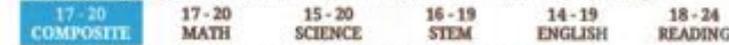
Your PreACT® 8/9 Composite Score is 17

This graph shows your PreACT 8/9 scores and how they compare to the PreACT 8/9 Readiness Benchmarks.



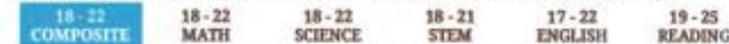
Your Predicted PreACT® Composite Score Range is 17 - 20

The predicted PreACT score ranges assume you will have typical achievement growth and take the PreACT test in 10th grade.



Your Predicted ACT Composite Score Range is 18 - 22

The predicted ACT score ranges assume you will have typical achievement growth and take the ACT test in spring of 11th grade.



Progress Toward the ACT National Career Readiness Certificate®

This indicator predicts the ACT National Career Readiness Certificate (ACT NCRC) that students with this PreACT 8/9 Composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. Visit [www.act.org/NCRC-indicator](http://www.act.org/NCRC-indicator) to learn more.



Students with this Composite score are likely to obtain a Silver level on the ACT NCRC in the spring of 11th grade.

Your PreACT 8/9 Scores  
Your PreACT 8/9 Score Range  
PreACT 8/9 Readiness Benchmark

Your PreACT 8/9 scores include different scores for each subject test (math, science, English, and reading) along with the average of all of your subject scores (the Composite score). The STEM score is the average of your math and science scores.

Your PreACT 8/9 Score Range  
Test scores are estimates of your educational performance. Think of your true achievement on this test as being within a range as shown by the bars around your scores.

PreACT 8/9 Readiness Benchmarks  
Students who score at or above the benchmark are on target to meet the ACT College Readiness Benchmark when they are in 11th or 12th grade.

US Rank  
Composite 69%  
Math 79%  
Science 40%  
STEM 59%  
English 62%  
Reading 82%

Your US Rank tells you the approximate percentage of students, in a comparison group that took PreACT, scoring at or below your score.

## Your Detailed PreACT 8/9 Results

The scores below represent your performance on reporting categories measured by the test. Reporting category designations are provided to help you to start to focus on strengths and weaknesses. Categories with only a few items may be less representative of your overall performance in that category.

Reporting Category	Correct/Total	Percent Correct	Reporting Category	Correct/Total	Percent Correct
<b>MATH</b>			<b>ENGLISH</b>		
Preparing for Higher Math	17/28	61%	Production of Writing	5/10	50%
• Number & Quantity	3/5	60%	Knowledge of Language	0/0	N/A
• Algebra	3/6	50%	Conventions of Standard English	5/17	29%
• Functions	3/6	50%			
• Geometry	4/6	67%	<b>READING</b>		
• Statistics & Probability	4/5	80%	Key Ideas & Details	5/11	45%
Integrating Essential Skills	2/4	50%	Craft & Structure	4/7	57%
Modeling	6/8	75%	Integration of Knowledge & Ideas	1/2	50%
<b>SCIENCE</b>					
Interpretation of Data	3/10	30%			
Scientific Investigation	0/7	0%			
Evaluation of Models, Inferences & Experimental Results	4/8	50%			

\* About the PreACT 8/9 test and score scale

The PreACT 8/9 is shorter than the ACT and is based on a subset of ACT test specifications. The PreACT 8/9 test scores align to the 1-36 ACT score scale, but PreACT 8/9 has a maximum score of 30.

\* Math test questions can map to multiple reporting categories, so totals will exceed the number of questions on test.

PreACT 8/9 Composite Score: For each test we converted your number of correct answers into a 1 to 30 score. Your Composite score is the average of your scores on the four subject tests (math, science, English, and reading) rounded to the nearest whole number. If you left any test completely blank, that score is reported as two dashes and no Composite score is computed.

STEM: Science, Technology, Engineering, and Math.  
Benchmark and US Ranks are for Fall 8th grade

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# PRE ACT 8/9 STUDENT REPORT

**CRAIGMONT  
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CRAIGMONT MIDDLE SCHOOL (Code: 978-097)  
Grade: 8

Pre **ACT** 8/9  
Student Report

## Your Item Response Analysis

Ask for your test booklet so you can review the questions and your answers. Ideas for Progress are based on your scores. The improvement suggestions provided are a sample of the Ideas for Progress for your subject scale score. Your particular profile of strengths and weaknesses will influence which suggestions are most relevant for you. More information can be found at [www.act.org/standards/ideasforprogress](http://www.act.org/standards/ideasforprogress).

### MATH

Correctly Answered: 19 of 32  
Omitted: 10 of 32  
Incorrectly Answered: 3 of 32

Question	Correct Answer	Selected Response	Question	Correct Answer	Selected Response
1	A		21	B	
2	D		22	A	
3	C		23	A	-
4	E		24	B	-
5	A		25	C	-
6	B		26	D	-
7	B		27	D	-
8	E		28	C	-
9	B	D	29	A	-
10	E		30	C	-
11	B		31	E	-
12	D		32	A	-
13	E		33	N/A	N/A
14	E		34	N/A	N/A
15	B	D	35	N/A	N/A
16	D				
17	C				
18	B				
19	B				
20	A	D			

#### Ideas for Progress

##### Number and Quantity

- recognize, identify, and apply basic properties of real numbers (e.g. commutative, associative, identities)

##### Algebra

- evaluate algebraic expressions and solve simple equations, using integers for Algebra.

##### Functions

- use function notation to create equations that model real-world and mathematical problems

##### Geometry

- find area and perimeter of triangles and rectangles by substituting given values into standard geometric formulas

##### Statistics and Probability

- gather, organize, display, and analyze data in a variety of ways for use in problem solving

### SCIENCE

Correctly Answered: 7 of 25  
Omitted: 9 of 25  
Incorrectly Answered: 9 of 25

Question	Correct Answer	Selected Response	Question	Correct Answer	Selected Response
1	D		21	A	-
2	B	D	22	B	-
3	B	A	23	C	-
4	D	C	24	A	-
5	A	C	25	D	-
6	C	B	26	B	-
7	N/A	N/A	27	N/A	N/A
8	C	B	28	A	-
9	A		29	C	-
10	C	D	30	A	-
11	A				
12	N/A	N/A			
13	D	B			

#### Ideas for Progress

##### Interpretation of Data

- identify the variables in a data presentation, and describe the relationship between the variables (e.g., as the value of one variable goes up the value of the other variable goes down)

##### Scientific Investigations

- Critique and determine the characteristics that make an experiment a valid test

##### Evaluation of Models

- Determine which of several pieces of evidence support(s) or refute(s) a given claim

# What is CMS doing to improve?

- **Assessments to determine area of need & strength**
- **Student Data Trackers**
- **After school tutoring**
- **Saturday TCAP Blitz**
- **Attendance Liaison**
- **Family Engagement Liaison**

# How can parents help?

- **Develop regular communication with teachers & staff**
- **Attend Parent/Teacher conferences & school activities**
- **Keep copies of your child's tests, progress reports, and report cards**
- **Set & discuss reasonable goals for improvement with your child**
- **Encourage your child to read.**

**CHIEFS BELIEVE**

**CHIEFS ACHIEVE**

## **ACKNOWLEDGEMENTS**

Leadership Team

Faculty & Staff

School Partners

MSCS District Personnel

Parents

Students

Alumni



A woman in a red suit is kneeling on a colorful patterned rug in a classroom, surrounded by children. She is holding a certificate that says "Mica Barrera". Other children are holding certificates with names like "Nika Lucas" and "K' Moya Bay". The background shows a classroom with educational posters on the wall, including one labeled "SHAPE" and another labeled "SIGHT WORDS".

# THANK YOU

8<sup>th</sup> Grade Informational  
Session following the  
Q & A