



## Caughman Road Elementary

7725 Caughman Road  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	611 Students	
<b>Principal</b>	Jane H. Wyatt	803-783-5534
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Average
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Average	At-Risk

## 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**

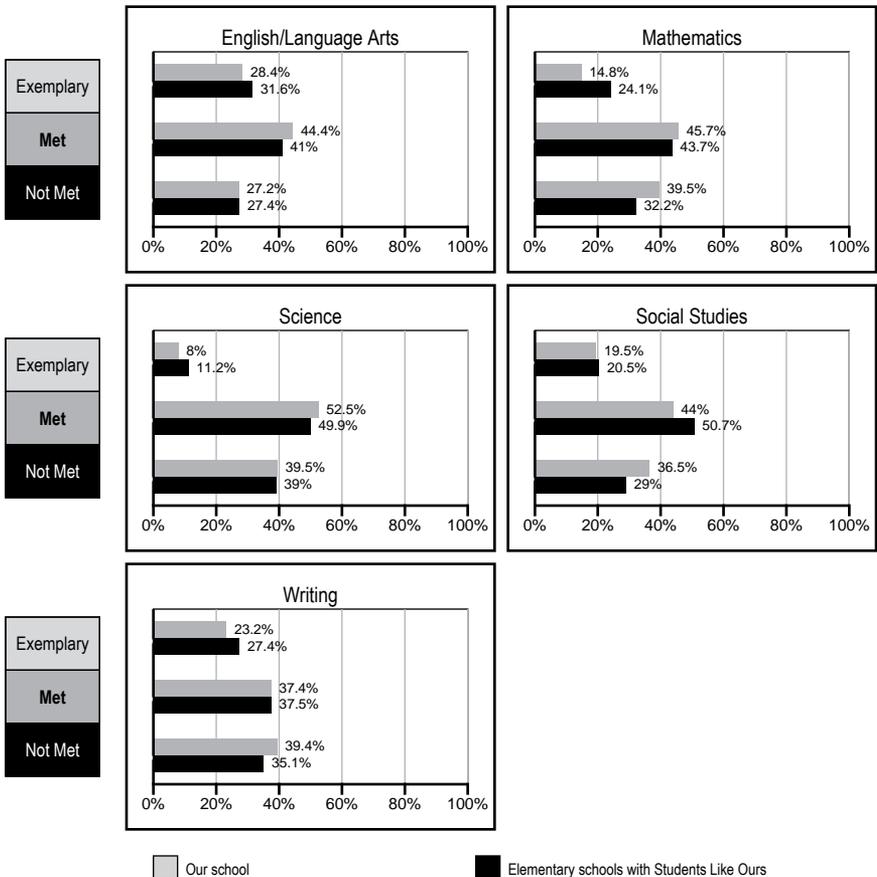
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.4%

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

Excellent	Good	Average	Below Average	At-Risk
1	11	88	14	1

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=611)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.2%	Down from 5.4%	2.4%	1.9%
Attendance rate	96.7%	Up from 96.3%	96.1%	96.3%
Eligible for gifted and talented	6.1%	Down from 8.9%	7.5%	10.0%
With disabilities other than speech	8.3%	Down from 9.2%	8.9%	7.7%
Older than usual for grade	0.9%	Down from 1.3%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	63.0%	Down from 64.4%	58.0%	59.4%
Continuing contract teachers	67.4%	Down from 68.9%	82.0%	80.0%
Teachers with emergency or provisional certificates	2.6%	No Change	0.0%	0.0%
Teachers returning from previous year	82.8%	Up from 81.6%	86.4%	85.9%
Teacher attendance rate	93.7%	Up from 93.1%	95.0%	95.1%
Average teacher salary*	\$50,018	Up 3.0%	\$46,725	\$47,149
Professional development days/teacher	18.9 days	Up from 7.7 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Up from 15.2 to 1	18.6 to 1	18.8 to 1
Prime instructional time	88.4%	Up from 87.6%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,042	Up 17.9%	\$7,433	\$7,458
Percent of expenditures for instruction**	79.8%	Down from 81.8%	68.0%	68.8%
Percent of expenditures for teacher salaries**	75.9%	Down from 76.6%	61.2%	63.2%

\* 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 mission of Caughman Road Elementary, in partnership with the parents and community, is to develop competent and responsible students by providing diverse, innovative, and meaningful educational experiences which promote lifelong learning taught by highly qualified teachers and supported by a variety of resources. We serve an ethnically diverse population of 633 students in child development through the 5th grade. We are extremely proud of our students' performance and achievement levels on the state PASS Test. We continue to place academics and student achievement as our first priorities. We provide a safe and nurturing environment that promotes character development through regularly scheduled guidance classes. Instructional programs include all special education services, Reading Recovery, Gifted and Talented, Montessori Pre-K through fifth grade, fine arts, SuccessMaker, guidance, DARE, Accelerated Reader, chorus, step team, safety patrol, WCRES morning news, and regular intervention groups for students needing academic assistance.

Our curriculum is rigorous, with challenging activities for students as they grow and stretch their minds. Caughman Road Elementary is a successful school that benefits from the hard work and determination of our students, teachers, parents, and staff. We have increased the rigor of our instruction through the analysis of Measures of Academic Progress (MAP) test data, which is collected three times during the school year. Teachers used the data to form targeted teaching groups within their classes. Use of this data to make instructional decisions now plays a large role in teacher planning. Creating assessments that directly reflect sound instruction, utilize open-ended questions, and parallel high-quality student thinking was a goal for our teacher planning meetings.

Our emphasis for 2009-10 will be to seek ways to close achievement differences between the varieties of student groups. Building a safe and nurturing learning environment continues to be a focus at CRES. The School Improvement Council focused on serving healthy foods and providing a safe environment for all students. We now have salads and fresh fruit available for students every day and were recognized as a National Gold Award winner for student nutrition. Our Positive Behavior Intervention (PBIS) program is in its fifth year and continues to recognize children for the development of strong positive character traits and doing the right thing. Reduced numbers of student office referrals by 55% is a direct result of this program. We have just been named a blue ribbon PBIS for the next school year.

Inadequate time for teacher planning and training can, at times, be barriers to meeting the needs of students. The Caughman Road journey continues to meet the needs of all children, enabling them to be successful, happy learners.

Lynette Wilson, SIC Chair  
Jane H. Wyatt, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	46	80	51
Percent satisfied with learning environment	82.6%	76.3%	61.2%
Percent satisfied with social and physical environment	91.3%	65.0%	56.0%
Percent satisfied with school-home relations	54.3%	85.0%	70.6%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	273	100	27.2	44.4	28.4	82.7	78.6	82.8	Yes	Yes
<b>Gender</b>										
Male	142	100	32.5	42.9	24.6	75.4	74.4	79.3	N/A	N/A
Female	131	100	21.4	46.2	32.5	90.6	82.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	33	100	13.3	30	56.7	90	93.7	89.5	I/S	I/S
African American	229	100	29.7	46.5	23.8	80.7	74.6	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	54	100	55.1	36.7	8.2	53.1	51.2	52	SWD	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	180	100	34	41	25	77.6	74.1	75.5	Yes	Yes

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

All Students	273	100	39.5	45.7	14.8	72.4	70.3	78.9	Yes	Yes
<b>Gender</b>										
Male	142	100	40.5	45.2	14.3	68.3	67.8	77	N/A	N/A
Female	131	100	38.5	46.2	15.4	76.9	72.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	33	100	23.3	26.7	50	86.7	89.9	87.2	I/S	I/S
African American	229	100	43.6	46.5	9.9	68.8	64.6	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	54	100	75.5	20.4	4.1	36.7	36.5	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	180	100	45.5	42.3	12.2	67.9	64	70.2	Yes	Yes

\* 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

**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
<b>Science</b>								
All Students	184	100	39.5	52.5	8	60.5	58.1	67.5
<b>Gender</b>								
Male	100	100	43.7	47.1	9.2	56.3	57	67
Female	84	100	34.7	58.7	6.7	65.3	59.1	68
<b>Racial/Ethnic Group</b>								
White	16	100	14.3	50	35.7	85.7	85.9	79.5
African American	159	100	42.4	51.8	5.8	57.6	50.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	60.7	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	37	100	62.5	34.4	3.1	37.5	27.5	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	53.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	121	100	39.8	54.4	5.8	60.2	49.1	55.1
<b>Social Studies</b>								
All Students	179	100	36.5	44	19.5	63.5	65.2	72.3
<b>Gender</b>								
Male	92	100	37.8	43.9	18.3	62.2	63.1	71.5
Female	87	100	35.1	44.2	20.8	64.9	67.2	73.2
<b>Racial/Ethnic Group</b>								
White	22	100	19	52.4	28.6	81	87.9	80.7
African American	151	100	39.4	42.4	18.2	60.6	59.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	35	100	N/AV	N/AV	N/AV	37.5	36.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	117	100	43.6	39.6	16.8	56.4	58	62.1

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
<b>Writing</b>										
All Students	272	97.8	38.2	38.2	23.7	61.8	63.9	70.2	96.7	95.9
<b>Gender</b>										
Male	141	96.5	51.2	29.3	19.5	48.8	55.8	63.2	96.7	95.7
Female	131	99.2	24.6	47.5	28	75.4	71.9	77.5	96.8	96.2
<b>Racial/Ethnic Group</b>										
White	34	100	19.4	35.5	45.2	80.6	86.2	79.1	95.5	96
African American	226	97.4	42.4	38.4	19.2	57.6	58	57.6	96.8	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.9	86.2	97.5	96.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.8	62.6	97.5	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
<b>Disability Status</b>										
Disabled	54	96.3	72.3	21.3	6.4	27.7	22.3	26.1	96.3	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61.2	61.2	95.5	96.2
<b>Socio-Economic Status</b>										
Subsided meals	175	97.7	42.9	37.7	19.5	57.1	56.7	58.9	96.5	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
<b>English/Language Arts</b>							
<b>2009</b>	3	99	100	26.1	40.2	33.7	73.9
	4	90	100	26.9	41	32.1	73.1
	5	84	100	28.8	53.4	17.8	71.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	99	100	48.9	39.1	12	51.1
	4	90	100	28.2	57.7	14.1	71.8
	5	84	100	39.7	41.1	19.2	60.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	50	100	42.6	42.6	14.9	57.4
	4	90	100	37.2	56.4	6.4	62.8
	5	44	100	40.5	56.8	2.7	59.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	49	100	40	40	20	60
	4	90	100	26.9	47.4	25.6	73.1
	5	40	100	52.8	41.7	5.6	47.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	98	99	36.3	30.8	33	63.7
	4	89	96.6	33.8	44.2	22.1	66.2
	5	85	97.7	45.2	41.1	13.7	54.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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