



Caughman Road Elementary

7725 Caughman Road
Columbia, SC 29209

Grades	PK-5 Elementary School	
Enrollment	574 Students	
Principal	Jane Wyatt	803-783-5534
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	Average	Below Average
2012	Average	Below Average
2011	Average	Below Average
2010	Average	Average
2009	Average	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

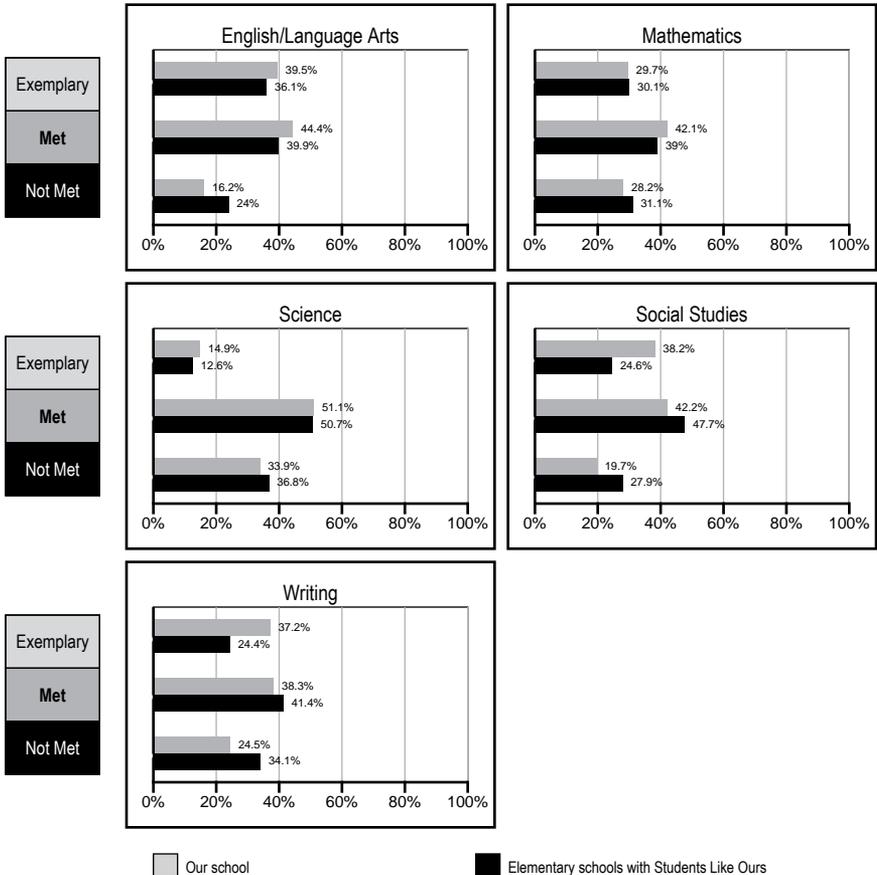
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	19	95	14	1

* Ratings are calculated with data available by 12/14/2013.

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
Students (n=574)				
First graders who attended full-day kindergarten	100.0%	Up from 98.8%	100.0%	100.0%
Retention rate	0.7%	Down from 1.4%	1.2%	0.9%
Attendance rate	96.2%	Down from 96.4%	96.0%	96.3%
Served by gifted and talented program	3.3%	N/A	4.9%	7.2%
With disabilities	9.6%	N/A	14.1%	12.4%
Older than usual for grade	1.2%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	57.8%	Down from 64.4%	61.0%	62.5%
Continuing contract teachers	80.0%	No Change	83.0%	83.3%
Teachers returning from previous year	87.9%	Down from 93.5%	87.7%	88.3%
Teacher attendance rate	94.0%	Up from 93.2%	94.7%	95.0%
Average teacher salary*	\$50,476	Up 1.2%	\$47,320	\$48,193
Professional development days/teacher	15.3 days	Up from 10.7 days	11.0 days	11.0 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 28.3 to 1	19.7 to 1	20.1 to 1
Prime instructional time	89.4%	Up from 89.2%	89.5%	90.0%
Opportunities in the arts	Excellent	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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,378	Up 9.4%	\$7,511	\$7,364
Percent of expenditures for instruction**	79.0%	Up from 78.5%	68.0%	68.0%
Percent of expenditures for teacher salaries**	76.0%	Down from 76.2%	65.0%	66.0%

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

** 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

Caughman Road Elementary School has been accredited by the Southern Association of Colleges and Schools since it was opened in 1970 and served approximately 740 students in grades Pre-K through Fifth Grade this year.

The school utilized the Richland District One Approved Curriculum to enhance student learning. Teachers at every grade level engaged in collaborative planning sessions weekly to ensure they were delivering age appropriate, standards-based lessons. Through Response to Intervention (Rti) kindergarten through fifth grade students were provided extra help in reading. Reading interventionist provided instruction to small groups of students inside and outside of the classroom. Special materials and frequent monitoring of progress were used to ensure a positive path to reading success. All students in grades one through five are engaged in Success Maker and Accelerated Reader programs to strengthen language arts and math skills. In fact, our students became so engaged in reading that they read over 33,669 books this year.

The Montessori Program is an option for all Richland One Parents. A district lottery is held yearly to determine admission to the program at one of the three District Montessori sites. The Montessori program at Caughman is well received by the community and has a waiting list for admission at all times. The school within a school model has worked well at Caughman and this year we bridged our fourth group of Montessori fifth graders that started in the Primary class.

The school has received recognition as a state PBIS (Positive Behavior Intervention School) ribbon winner since 2008. At the beginning of the year, students were taught expectations for behavior and these were reviewed throughout the year by encouraging students to SOAR, an acronym for Safe, On Task, Accountable, and Respectful. Positive behaviors demonstrated by students were acknowledged through SOAR assemblies, Students of the Week, Galaxy Class of the Month, and SOAR bucks. Character development and exposure to a variety of careers are integrated within all subjects as well as provided by the guidance counselor through classroom guidance activities and Career Day.

Numerous Parent University Nights provided parents opportunities to share information on ways they can support and assist the students at home. In partnership with one of our faith based partners, parents in the community were offered free parenting classes and support groups. We believe that building a strong school-home community is vital to the success of our students. For this reason we seek parental and community involvement in all activities. Parent participation in school activities such as Veterans' Day Celebration, Grandparent's Day, Awards Assemblies, Harvest Fest, Student plays and concerts, and Field Day is always strong. Through the tireless efforts of our students, teachers, parents and community, Caughman Road Elementary is making great progress.

Jane H. Wyatt, Principal

Chanta McCoy, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	85	51
Percent satisfied with learning environment	80.4%	78.8%	78.5%
Percent satisfied with social and physical environment	93.1%	83.3%	69.4%
Percent satisfied with school-home relations	60%	86.6%	74%

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

Abbreviations for Missing Data

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	98.0
Overall Grade Conversion	A

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

Caughman Road Elementary 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	2.5%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	659.5	640.9	615.9	645.4	100.0	100.0
Male	658.0	643.2	620.6	651.0	100.0	100.0
Female	661.0	638.5	611.8	639.4	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	656.2	637.2	611.7	643.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	656.2	636.9	610.3	643.5	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	91	100	20.7	26.4	52.9	79.3
	4	88	100	28.6	37.7	33.8	71.4
	5	94	100	48.8	32.1	19	51.2
	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
2013	3	113	100	10.4	29.2	60.4	89.6
	4	86	100	18.5	50.6	30.9	81.5
	5	88	100	21.5	58.2	20.3	78.5
	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
Mathematics							
2012	3	91	100	28.7	33.3	37.9	71.3
	4	88	98.9	33.8	40.3	26	66.2
	5	94	100	44	45.2	10.7	56
	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
2013	3	113	100	28.3	29.2	42.5	71.7
	4	86	100	23.5	54.3	22.2	76.5
	5	88	100	32.9	46.8	20.3	67.1
	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
Science							
2012	3	46	100	43.2	40.9	15.9	56.8
	4	88	100	29.9	64.9	5.2	70.1
	5	46	100	65.9	29.3	4.9	34.1
	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
2013	3	58	100	37	40.7	22.2	63
	4	86	100	23.5	63	13.6	76.5
	5	43	100	51.3	41	7.7	48.7
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	45	100	16.3	39.5	44.2	83.7
	4	88	100	19.5	62.3	18.2	80.5
	5	48	100	65.1	25.6	9.3	34.9
	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
2013	3	55	100	9.6	30.8	59.6	90.4
	4	86	100	18.5	50.6	30.9	81.5
	5	45	100	35	40	25	65
	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
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	95	100	39.3	38.1	22.6	60.7
	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
2013	3	110	99.1	24.8	26.7	48.6	75.2
	4	87	100	15.7	45.8	38.6	84.3
	5	87	100	32.5	46.3	21.3	67.5
	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

Abbreviations for Missing Data

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