



CAUGHMAN ROAD ELEMENTARY

7725 Caughman Road
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	684 Students	
Principal	Jane H. Wyatt	803-783-5534
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	Below Average	Below Average
2006	Below 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 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

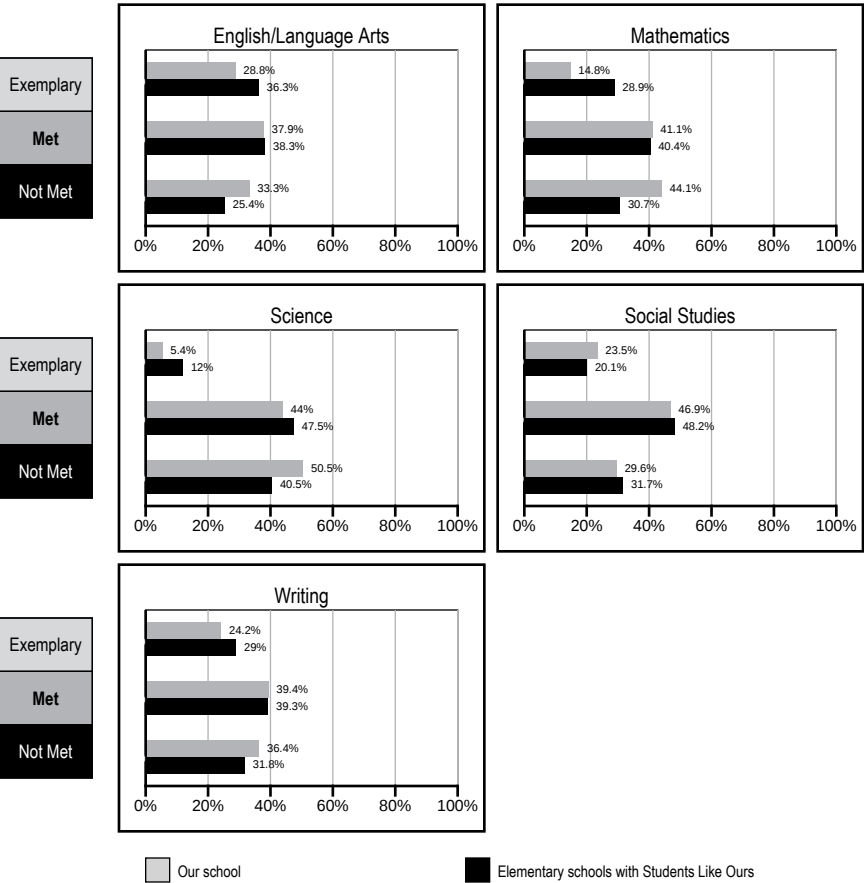
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	16	97	11	0

* Ratings are calculated with data available by 03/09/2011.

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=684)				
First graders who attended full-day kindergarten	97.9%	Down from 100.0%	100.0%	100.0%
Retention rate	2.4%	Down from 4.2%	1.5%	1.2%
Attendance rate	95.9%	Down from 96.7%	95.7%	96.1%
Eligible for gifted and talented	6.8%	Up from 6.1%	9.9%	11.7%
With disabilities other than speech	9.1%	Up from 8.3%	8.9%	8.0%
Older than usual for grade	0.6%	Down from 0.9%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	62.5%	Down from 63.0%	60.0%	60.5%
Continuing contract teachers	66.7%	Down from 67.4%	85.7%	84.6%
Teachers with emergency or provisional certificates	5.0%	Up from 2.6%	0.0%	0.0%
Teachers returning from previous year	89.3%	Up from 82.8%	87.6%	87.0%
Teacher attendance rate	93.9%	Up from 93.7%	94.8%	95.4%
Average teacher salary*	\$49,576	Down 0.9%	\$47,069	\$47,288
Professional development days/teacher	15.0 days	Down from 18.9 days	11.0 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 16.8 to 1	19.4 to 1	19.2 to 1
Prime instructional time	88.9%	Up from 88.4%	89.6%	90.8%
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**	\$7,770	Down 3.4%	\$7,606	\$7,548
Percent of expenditures for instruction**	79.8%	No Change	67.8%	68.7%
Percent of expenditures for teacher salaries**	74.4%	Down from 75.9%	64.7%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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. We have worked very hard to maintain this status and are very proud of the results.

The school provides a safe and nurturing environment, promoting character development through regularly scheduled guidance classes. Our curriculum is rigorous with challenging activities for developing students. Caughman Road Elementary is a successful school that benefits from the hard work and determination of our students, teachers, parents, staff, and community.

The staff is implementing "best practice" strategies to provide daily instruction and academic assistance for all students. Individual students are being targeted with strategic interventions focusing on areas of weakness to improve their academic performance. Efforts are consistently made to provide additional resources to classrooms with increasing student-teacher ratios. The 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 45,000 books this year. For additional academic support, individual and small group tutoring is provided after school for students.

Based on our test scores, math and science have become the major academic focus. The Caughman Road Elementary journey to support all children and empower them to be successful, fulfilled learners continues to be our first priority.

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. Our School Resource Officer worked with the fifth graders on the DARE program and the fourth and fifth graders with the GREAT program. Numerous Parent University Nights provided parents opportunities to share information on ways they can support and assist the students at home.

We received recognition as a state PBIS (Positive Behavior Intervention School) ribbon winner for the 2009 school year. We reduced our discipline referrals this year by another 20% and have applied for PBIS Exemplary status.

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 we have 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 first group of Montessori fifth graders that will move on to middle school in the fall. Parent participation in school activities such as assemblies, special events, and PTO meetings has increased dramatically, but involvement in the day-to-day activities of the school does not come easily. The parents on the PTO/SIC Board are truly committed to making parent engagement happen for the benefit of all of our students.

Jane H. Wyatt, Principal

Lynette Wilson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	70	48
Percent satisfied with learning environment	77.3%	75.7%	79.2%
Percent satisfied with social and physical environment	81.8%	70.0%	77.1%
Percent satisfied with school-home relations	59.1%	87.1%	81.3%

* 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
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This school met 15 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	
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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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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	279	98.2	33.3	37.9	28.8	82.2	78.2	83.5	Yes	Yes
Gender										
Male	134	96.3	44.6	35.4	20	76.9	74.7	80.1	N/A	N/A
Female	145	100	22.4	40.3	37.3	87.3	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	32	90.6	17.9	28.6	53.6	85.7	93.3	89.6	I/S	I/S
African American	237	99.2	36.3	38.5	25.2	81.4	74.2	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	50	90	66	26	8	56	45.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	185	98.4	39.2	35.7	25.1	80.1	73.1	76.9	Yes	Yes

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

All Students	279	100	44.3	40.9	14.8	73.1	72	80.4	Yes	Yes
Gender										
Male	134	100	48.5	38.5	13.1	70	70.3	78.4	N/A	N/A
Female	145	100	40.3	43.3	16.4	76.1	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	32	100	25	39.3	35.7	75	90.2	87.8	I/S	I/S
African American	237	100	46	42	11.9	73	67	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	50	100	N/A	N/A	N/A	32	34.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	185	100	45.6	43.3	11.1	69	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	194	100	50.5	44	5.4	49.5	56.5	67.3
Gender								
Male	87	100	50	44	6	50	56.1	66.9
Female	107	100	51	44	5	49	56.8	67.7
Racial/Ethnic Group								
White	22	100	20	65	15	80	86.3	79.6
African American	165	100	54.8	41.4	3.8	45.2	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	33	100	N/A	N/A	N/A	21.2	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.7	58.6
Socio-Economic Status								
Subsidized meals	122	100	58	41.1	0.9	42	46.5	55.4

Social Studies

All Students	188	100	29.6	46.9	23.5	70.4	64	70.9
Gender								
Male	93	100	33.3	38.9	27.8	66.7	61.9	70.1
Female	95	100	25.8	55.1	19.1	74.2	66.1	71.7
Racial/Ethnic Group								
White	24	100	28.6	23.8	47.6	71.4	86.9	79.2
African American	159	100	29.4	49.7	20.9	70.6	57.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	37	100	56.8	32.4	10.8	43.2	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.2	68
Socio-Economic Status								
Subsidized meals	128	100	34.2	45	20.8	65.8	56.5	60.8

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
Writing										
All Students	283	98.9	35.7	39.8	24.4	64.3	63.4	72.1	95.9	95.9
Gender										
Male	138	98.6	50.4	32.1	17.6	49.6	56.3	65.2	95.7	95.7
Female	145	99.3	21.5	47.4	31.1	78.5	70.4	79.2	96.2	96.1
Racial/Ethnic Group										
White	32	100	32.1	25	42.9	67.9	86.2	80.8	95.2	96
African American	241	98.8	36.4	41.2	22.4	63.6	57.3	59.7	96	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.1	87	97.8	96.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.9	64.6	95	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	51	98	74	24	2	26	21.1	27.7	95.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.7	63.7	94.9	96.3
Socio-Economic Status										
Subsidized meals	187	98.9	39.1	41.4	19.5	60.9	55.2	61.9	95.7	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
English/Language Arts							
2009	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
2010	3	93	95.7	31.8	28.4	39.8	68.2
	4	103	99	31.3	45.5	23.2	68.7
	5	83	100	37.7	39	23.4	62.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	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
2010	3	93	100	51.1	30.7	18.2	48.9
	4	103	100	44.4	46.5	9.1	55.6
	5	83	100	36.4	45.5	18.2	63.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	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
2010	3	48	100	65.2	28.3	6.5	34.8
	4	103	100	43.4	52.5	4	56.6
	5	43	100	51.3	41	7.7	48.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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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							
2009	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
2010	3	45	100	23.8	45.2	31	76.2
	4	103	100	26.3	49.5	24.2	73.7
	5	40	100	44.7	42.1	13.2	55.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	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
2010	3	97	100	38.5	37.4	24.2	61.5
	4	104	98.1	30.3	47.5	22.2	69.7
	5	82	98.8	39.5	32.9	27.6	60.5
	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

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