CAUGHMAN ROAD ELEMENTARY

7725 Caughman Road
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	689 Students	
Principal	Jane H. Wyatt	803-783-5534
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Average**	**Below Average**
2010	Average	Average
2009	Average	Average
2008	Below Average	Average
2007	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 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://.eoc.sc.gov

CAUGHMAN ROAD ELEMENTARY	11/09/11-4001032

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

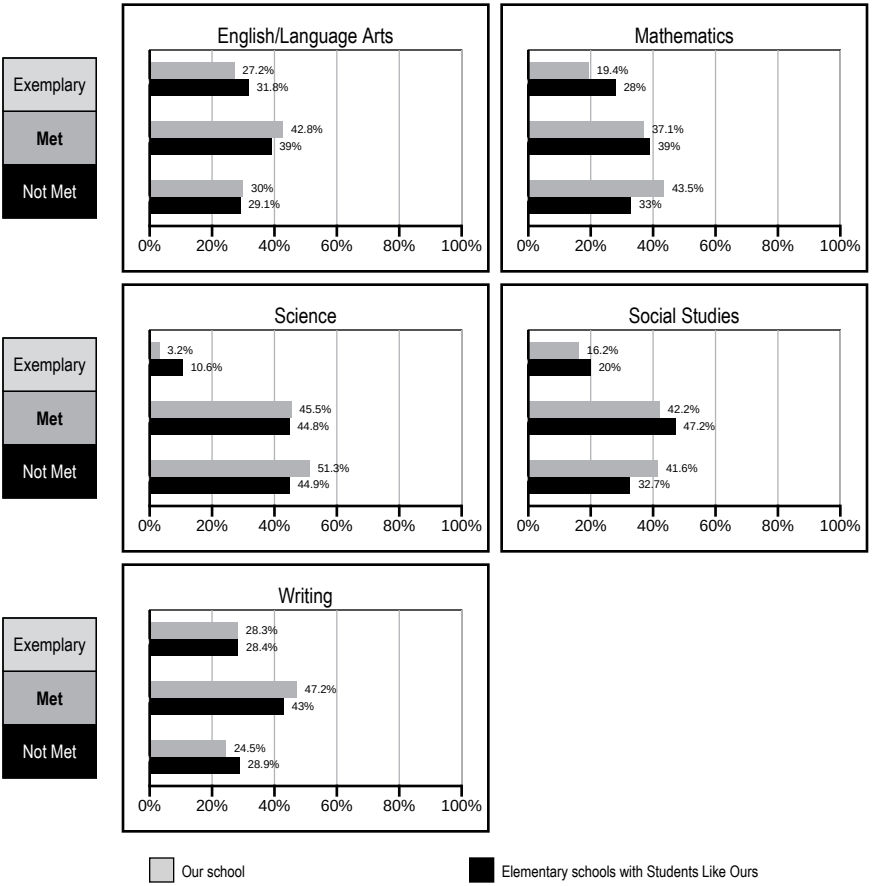
Percent of students tested in 2010-11 whose 2009-10 test scores were located	95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	11	96	23	5

* Ratings are calculated with data available by 11/09/2011.

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=689)				
First graders who attended full-day kindergarten	100.0%	Up from 97.9%	100.0%	100.0%
Retention rate	1.3%	Down from 2.4%	1.5%	1.1%
Attendance rate	95.8%	Down from 95.9%	95.9%	96.2%
Served by gifted and talented program	7.5%	Up from 6.8%	8.4%	13.4%
With disabilities other than speech	3.1%	Down from 9.1%	4.5%	4.1%
Older than usual for grade	0.3%	Down from 0.6%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	64.4%	Up from 62.5%	61.4%	62.5%
Continuing contract teachers	73.3%	Up from 66.7%	85.7%	88.2%
Teachers returning from previous year	92.1%	Up from 89.3%	86.3%	87.8%
Teacher attendance rate	93.8%	Down from 93.9%	95.1%	95.2%
Average teacher salary*	$49,419	Down 0.3%	$45,838	$46,773
Professional development days/teacher	16.5 days	Up from 15.0 days	10.0 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.8 to 1	18.3 to 1	19.9 to 1
Prime instructional time	88.8%	Down from 88.9%	90.0%	90.4%
Opportunities in the arts	Excellent	Up from Good	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**	$7,305	Down 6.0%	$7,815	$7,447
Percent of expenditures for instruction**	80.4%	Up from 79.8%	67.9%	68.4%
Percent of expenditures for teacher salaries**	76.3%	Up from 74.4%	64.7%	65.8%

* 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

Caughman Road Elementary is a successful school that benefits from the hard work and determination of our students, teachers, parents, staff and community to make our school GREAT. Our curriculum is rigorous with challenging activities for developing students. Instructional programs include various special education services, Gifted and Talented, art, music, physical education, dance, technology, guidance, Accelerated Reader, chorus, strings, and Spanish. A comprehensive after-school tutoring program is provided for students in third through fifth grade that needed extra support in the core subjects. The Accelerated Reader program continues to enhance classroom instruction for all students in grades 1-5. This year, the students at Caughman read 18,387 books with a total of 66,405,059 words. Adequate time for teacher planning and training remains a challenge to meeting the needs of students.

The school provides a safe and nurturing environment promoting character development through regularly scheduled guidance classes. The guidance classes along with the Positive Behavior System have improved the overall atmosphere and behavior of the entire school. We received recognition as a state PBIS (Positive Behavior Intervention and Support) ribbon winner for the 2009, 2010, and 2011 school years.
Exposure to a variety of careers is integrated within all subjects as well as provided by the guidance counselor through classroom guidance activities. Career Day, DARE, Parent University Nights, community service projects and parent programs like Caughman Library Night and Reading with the Columbia Blowfish bring the school and community into a partnership that supports both.

The district initiative providing a Montessori program option for all Richland One parents is a magnet program for students ranging from 3 year olds through fifth grade. The Montessori program 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 second group of Montessori fifth graders that will move on to middle school in the fall.

Numerous Parent University Nights provided parents with opportunities to share information on ways they can support and assist the students at home. 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 this happen.
The Caughman Road journey to support all children and enable them to be successful, fulfilled learners continues.

Jane H. Wyatt, Principal
Jacqueline Wilson-Barnes, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	108	88
Percent satisfied with learning environment	76.7%	83.3%	85.9%
Percent satisfied with social and physical environment	88.4%	81.3%	77.9%
Percent satisfied with school-home relations	54.8%	88.9%	83.3%

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

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School Adequate Yearly Progress

NO

This school met 11 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

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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

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CAUGHMAN ROAD ELEMENTARY										11/09/11-4001032
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	303	100	30.3	42.6	27.1	81.7	78.3	82.4	Yes	Yes
Gender										
Male	155	100	37.5	41.7	20.8	77.8	74.3	78.7	N/A	N/A
Female	148	100	22.9	43.6	33.6	85.7	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	33	100	15.2	33.3	51.5	84.8	92.8	88.9	I/S	I/S
African American	256	100	32.2	44.8	23	81.2	74.2	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	12	100	36.4	27.3	36.4	81.8	83.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.4	83	I/S	I/S
Disability Status										
Disabled	49	100	63.8	29.8	6.4	48.9	45.7	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	227	100	33.6	41.7	24.6	78.7	73.5	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	303	100	43.7	37	19.4	69.4	75.1	81.9	No	Yes
Gender										
Male	155	100	50	29.9	20.1	64.6	73.5	79.9	N/A	N/A
Female	148	100	37.1	44.3	18.6	74.3	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	33	100	33.3	18.2	48.5	69.7	92.1	88.9	I/S	I/S
African American	256	100	45.2	39.7	15.1	69.5	70.3	71.4	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	12	100	45.5	36.4	18.2	63.6	82.1	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	84.4	I/S	I/S
Disability Status										
Disabled	49	100	74.5	21.3	4.3	34	40.4	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	227	100	46	36	18	65.9	69.8	74.9	No	Yes

***** Adjusted to account for natural variation in performance.

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CAUGHMAN ROAD ELEMENTARY								11/09/11-4001032
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	201	100	51.6	45.2	3.2	48.4	58.7	68.6
Gender								
Male	103	100	59.8	36.1	4.1	40.2	58.2	68.3
Female	98	100	42.9	54.9	2.2	57.1	59.2	68.9
Racial/Ethnic Group								
White	21	100	33.3	57.1	9.5	66.7	87.8	80.7
African American	170	100	53.5	44.6	1.9	46.5	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	70.8
Disability Status								
Disabled	35	100	N/AV	N/AV	N/AV	21.2	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	152	100	52.9	44.3	2.9	47.1	50.1	57.3
Social Studies								
All Students	199	100	41.6	42.2	16.2	58.4	64.7	72.5
Gender								
Male	104	100	40.4	42.6	17	59.6	63.6	72
Female	95	100	42.9	41.8	15.4	57.1	65.8	73.1
Racial/Ethnic Group								
White	21	100	19	28.6	52.4	81	88.4	81
African American	170	100	44.3	44.3	11.4	55.7	58.3	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	73.3	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.7	73.5
Disability Status								
Disabled	33	100	65.6	25	9.4	34.4	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	148	100	45.3	43.1	11.7	54.7	56.8	62.9

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CAUGHMAN ROAD ELEMENTARY										11/09/11-4001032
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	110	99.1	23.8	47.6	28.6	76.2	66.5	73.2	95.8	96.1
Gender										
Male	50	98	31.9	48.9	19.1	68.1	62	67.2	95.8	95.9
Female	60	100	17.2	46.6	36.2	82.8	71.2	79.4	95.9	96.3
Racial/Ethnic Group										
White	17	100	18.8	31.3	50	81.3	87.8	81.5	94.7	96.2
African American	90	98.9	23.3	52.3	24.4	76.7	60.7	61.3	96	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	90.7	96.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	74.8	66.7	94.3	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.3	94.5
Disability Status										
Disabled	17	100	58.8	29.4	11.8	41.2	23.7	26	95.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	92.8	95.9
Socio-Economic Status										
Subsidized meals	79	98.7	29.7	45.9	24.3	70.3	59.1	63.2	95.5	95.9

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CAUGHMAN ROAD ELEMENTARY 11/09/11-4001032

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	97	100	22.5	29.2	48.3	77.5
	4	97	100	38.2	44.9	16.9	61.8
	5	109	100	30.2	51.9	17.9	69.8
	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
Mathematics							
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
2011	3	97	100	41.6	29.2	29.2	58.4
	4	97	100	43.8	39.3	16.9	56.2
	5	109	100	45.3	41.5	13.2	54.7
	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
Science							
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
2011	3	49	100	43.5	47.8	8.7	56.5
	4	97	100	53.9	43.8	2.2	46.1
	5	55	100	N/AV	N/AV	N/AV	45.3
	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

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CAUGHMAN ROAD ELEMENTARY 11/09/11-4001032

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	48	100	20.9	51.2	27.9	79.1
	4	97	100	46.1	43.8	10.1	53.9
	5	54	100	50.9	32.1	17	49.1
	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
Writing							
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
2011	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	110	99.1	23.8	47.6	28.6	76.2
	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

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