



Caughman Road Elementary

7725 Caughman Road
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	575 Students	
Principal	Jane H. Wyatt	803-783-5534
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

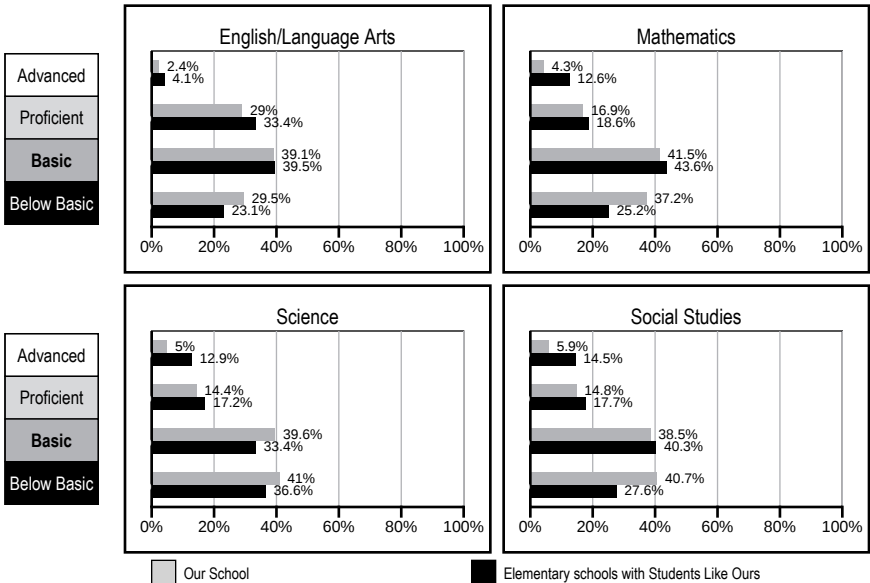
95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	38	43	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=575)				
First graders who attended full-day kindergarten	100.0%	Up from 99.1%	100.0%	100.0%
Retention rate	5.4%	Up from 3.9%	2.9%	2.3%
Attendance rate	96.3%	Down from 96.5%	96.1%	96.3%
Eligible for gifted and talented	8.9%	Down from 11.2%	8.9%	10.4%
With disabilities other than speech	9.2%	Up from 6.9%	9.0%	7.5%
Older than usual for grade	1.3%	No Change	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	64.4%	Up from 63.6%	56.5%	56.7%
Continuing contract teachers	68.9%	Down from 72.7%	79.4%	77.3%
Teachers with emergency or provisional certificates	2.6%	No Change	0.0%	0.0%
Teachers returning from previous year	81.6%	Down from 84.8%	87.1%	86.4%
Teacher attendance rate	93.1%	Down from 94.3%	94.9%	94.9%
Average teacher salary	\$48,560	Up 2.0%	\$45,408	\$45,345
Professional development days/teacher	7.7 days	Down from 19.0 days	12.8 days	12.6 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 16.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	87.6%	Down from 89.0%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,820	Up 1.6%	\$7,082	\$7,052
Percent of expenditures for instruction*	81.8%	Up from 80.8%	68.5%	69.1%
Percent of expenditures for teacher salaries*	76.6%	Up from 76.3%	63.8%	64.2%

* Prior year audited financial data are reported.

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 has made steady increases in the number of students scoring Basic and above on the Palmetto Achievement Challenge Test (PACT). 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 weaknesses to improve their academic performance. The students in grades one through five are engaged in Success Maker and Accelerated Reader programs to strengthen language arts and math skills. Individual and small-group tutoring is provided after school for students on academic assistance plans to give them the extra support they need to boost their PACT scores and an enrichment program is provided for those students that need an extra boost to move up to the Proficient and Advanced levels on the PACT. Based on our test scores math and science have become the major academic focus. We held quarterly academic challenge competitions at school to encourage students to study harder and learn to apply the skills learned in the classroom with actual hands-on challenges. The Academic Challenge is a program that challenges students to become thinkers and problem-solvers while working in teams. Best of all, the program was completely designed and organized by the Caughman Road staff.

The district initiative providing a Montessori program option for all Richland One parents is in its fourth year of implementation. This school-within-a-school model began with two primary classes of three-, four- and five-year-olds. This year we added third grade and next year a fourth grade will be added. The Montessori program is well received by the community and we have a waiting list for admission at all times.

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 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.

Jane H. Wyatt, Principal
Lynette Wilson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	6	18
Percent satisfied with learning environment	71.7%	I/S	64.7%
Percent satisfied with social and physical environment	72.2%	I/S	66.7%
Percent satisfied with school-home relations	42.6%	I/S	66.7%

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

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 Adequate Yearly Progress

NO

This school met 9 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. Sanction: Implement the restructuring plan.
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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	235	100	29.5	39.1	29	2.4	38.2	41.2	48.2	No	Yes
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Gender											
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Male	127	100	36.5	41.7	20	1.7	25.2	35	41.7	N/A	N/A
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Female	108	100	20.7	35.9	40.2	3.3	54.3	47.5	55	N/A	N/A
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Racial/Ethnic Group											
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White	25	100	26.1	34.8	34.8	4.3	52.2	73	60	I/S	I/S
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African American	202	100	31.1	39	27.7	2.3	35.6	33.3	31.7	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status											
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Disabled	48	100	65.9	24.4	9.8	0	9.8	14.1	16	No	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
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English Proficiency											
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Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
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Socio-Economic Status											
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Subsided meals	160	100	33.8	43.4	21.3	1.5	31.6	31.2	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	235	100	37.2	41.5	16.9	4.3	34.3	34.9	45.8	No	Yes
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Gender											
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Male	127	100	43.5	35.7	17.4	3.5	30.4	33.8	45.6	N/A	N/A
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Female	108	100	29.3	48.9	16.3	5.4	39.1	35.9	45.9	N/A	N/A
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Racial/Ethnic Group											
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White	25	100	30.4	34.8	21.7	13	56.5	71.2	59	I/S	I/S
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African American	202	100	39.5	41.8	15.8	2.8	29.9	25.8	26.9	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status											
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Disabled	48	100	70.7	26.8	2.4	0	7.3	12.2	17.1	No	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
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English Proficiency											
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Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
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Socio-Economic Status											
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Subsided meals	160	100	40.4	40.4	16.2	2.9	29.4	24.6	31.4	No	Yes
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* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	162	100	41	39.6	14.4	5	19.4	25.3	35.7	96.3	96.1
Gender											
Male	86	100	43.4	36.8	13.2	6.6	19.7	26	37.4	96.3	95.8
Female	76	100	38.1	42.9	15.9	3.2	19	24.6	33.8	96.2	96.3
Racial/Ethnic Group											
White	19	100	17.6	35.3	47.1	0	47.1	61.9	49.2	95.5	96.3
African American	137	100	46.2	38.5	9.4	6	15.4	16.4	17	96.3	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	97.5	96
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	97.7	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	90.6	94.6
Disability Status											
Disabled	38	100	71	25.8	3.2	0	3.2	8.9	14	96	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	96.3	96.7
Socio-Economic Status											
Subsided meals	109	100	48.3	36	14.6	1.1	15.7	15.1	21.1	95.9	95.8

Social Studies

All Students	156	100	40.7	38.5	14.8	5.9	20.7	27.2	34	96.3	96.1
Gender											
Male	90	100	45.7	39.5	8.6	6.2	14.8	28.1	36.6	96.3	95.8
Female	66	100	33.3	37	24.1	5.6	29.6	26.2	31.3	96.2	96.3
Racial/Ethnic Group											
White	22	100	50	20	15	15	30	60.9	44.5	95.5	96.3
African American	128	100	41.3	41.3	13.8	3.7	17.4	18.2	19.1	96.3	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	97.5	96
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	97.7	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	90.6	94.6
Disability Status											
Disabled	32	100	76.9	15.4	3.8	3.8	7.7	9.7	14.4	96	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	96.3	96.7
Socio-Economic Status											
Subsided meals	107	100	43.2	40.9	13.6	2.3	15.9	16.8	21	95.9	95.8

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	88	100	27.8	44.4	26.4	1.4	27.8
	4	84	100	32.5	44.2	23.4	0	23.4
	5	88	100	19.8	60.5	17.3	2.5	19.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	76	100	22.5	36.6	35.2	5.6	40.8
	4	83	100	26.9	41.8	29.9	1.5	31.3
	5	76	100	39.1	39.1	21.7	0	21.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	88	100	41.7	48.6	8.3	1.4	9.7
	4	84	100	39	31.2	23.4	6.5	29.9
	5	88	100	23.5	53.1	13.6	9.9	23.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	76	100	35.2	47.9	12.7	4.2	16.9
	4	83	100	40.3	37.3	14.9	7.5	22.4
	5	76	100	36.2	39.1	23.2	1.4	24.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	45	100	83.3	16.7	0	0	0
	4	84	100	45.5	33.8	16.9	3.9	20.8
	5	45	100	33.3	31	16.7	19	35.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	34.3	51.4	11.4	2.9	14.3
	4	83	100	35.8	46.3	14.9	3	17.9
	5	42	100	56.8	16.2	16.2	10.8	27
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	43	100	19.4	63.9	13.9	2.8	16.7
	4	84	100	36.4	44.2	14.3	5.2	19.5
	5	43	100	25.6	48.7	17.9	7.7	25.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	38.9	52.8	5.6	2.8	8.3
	4	83	100	38.8	32.8	20.9	7.5	28.4
	5	34	100	46.9	34.4	12.5	6.3	18.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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