



## Cowpens Middle

150 Foster Street  
Cowpens, SC 29330

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	484 Students	
<b>Principal</b>	Rodney S. Goode	864-279-6400
<b>Superintendent</b>	Dr. James O. Ray	864-279-6000
<b>Board Chair</b>	Mr. Eddie Dearybury	864-279-6000

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	Average

## 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

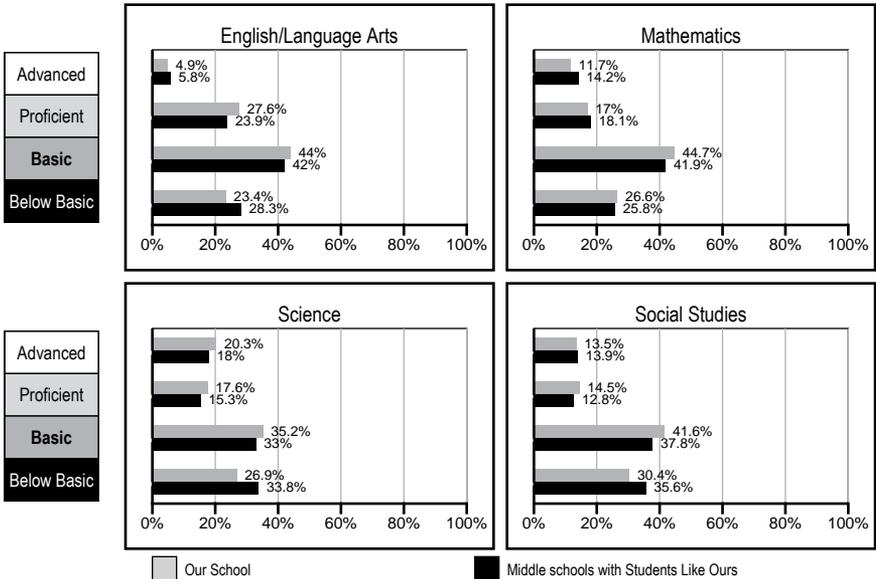
98%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	20	26	3

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



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

**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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.9
English 1	0	97.5
Physical Science	0	48.7
All Subjects	100.0	97.6

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=484)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	13.2%	Up from 13.1%	23.7%	19.4%
Retention rate	1.5%	Up from 0.8%	1.5%	1.8%
Attendance rate	95.4%	Down from 95.5%	96.0%	95.8%
Eligible for gifted and talented	17.8%	Down from 21.2%	17.8%	15.3%
With disabilities other than speech	16.8%	Up from 12.9%	14.2%	12.9%
Older than usual for grade	1.9%	Down from 3.2%	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	57.1%	Down from 66.7%	54.2%	55.0%
Continuing contract teachers	65.7%	Down from 75.8%	74.4%	70.6%
Teachers with emergency or provisional certificates	3.3%	Down from 3.6%	5.3%	5.4%
Teachers returning from previous year	80.2%	Down from 82.1%	85.0%	83.4%
Teacher attendance rate	94.7%	Down from 97.1%	94.8%	94.9%
Average teacher salary	\$45,827	Down 0.1%	\$44,624	\$44,706
Professional development days/teacher	15.7 days	Up from 14.5 days	11.4 days	11.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 20.0 to 1	20.7 to 1	20.1 to 1
Prime instructional time	88.8%	Down from 91.8%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.8%	Down from 99.9%	98.0%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,884	Up 7.5%	\$6,954	\$7,097
Percent of expenditures for instruction*	56.4%	Down from 61.9%	62.2%	64.4%
Percent of expenditures for teacher salaries*	54.3%	Down from 55.9%	59.2%	59.4%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Cowpens Middle School experienced another extraordinary year of success. We continue to pursue the goal of academic excellence for every child. All teachers are highly qualified in their area of academic instruction. Using technology and analyzing student achievement data for making instructional decisions were two key focal points for staff development. Inquiry-based lessons provided students with hands-on experience, enabling students to explore and discover new ideas and concepts.

Cowpens Middle School continues to embrace the Ten Key Practices of Southern Regional Education Board's Making Middle Grades Work Initiative that promote active learning, academic rigor, and high expectations for all students.

CMS students distinguished themselves throughout the year. Thirteen students were named Junior Scholars. Two students were chosen to participate in the Spartanburg County Scholars Academy. An eighth grader has been invited to attend the Exeter Academy, a summer program for 5 weeks of academic study, athletics, and exploration. An eighth grade student was awarded the Governors Citizenship Award and the Lt. Governors Writing Award. Another eighth grade student received middle school vocalist of the year. The CMS Band and Chorus participated in the 2008 Festival of Bands and Choruses and received a superior rating in Band and an excellent rating in Chorus. CMS Athletic teams experienced success with our football team being named Conference Champions.

The use of technology continues to be an emphasis at CMS. Promethean Boards are used in every classroom and make instruction more interactive and engaging for students. Several teachers improved their skills by taking the ActivStudio course with our district technology coach.

CMS has received several awards and grants recently. While one teacher received the Alpha Delta Kappa Excellence in Education Award, another teacher was selected as State President Elect for SC Alpha Delta Kappa. A special education teacher received an environmental grant and was also named District ABCD Award winner. One eighth grade teacher was selected to participate in the Teaching American History Grant, and another eighth grade ELA Teacher was selected as District Teacher of the Year.

CMS takes great pride in helping those in need and making service to others a priority. This year students participated in raising money for Relay for Life, BHS Scholarship Fund, and Spartanburg School District 3's Children's Assistance Fund. The Endeavor Club has sponsored several projects, including raising money for St. Jude's Children's Hospital Math-a-thon.¶

With our motto, "A Revolutionary Past, An Extraordinary Future," CMS is looking forward to continuing a tradition rich in excellence, achievement, character development, the arts, and healthy choices.

Rodney S. Goode, Principal  
Jim Gardiner, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	34	147	88
Percent satisfied with learning environment	97.1%	78.2%	89.7%
Percent satisfied with social and physical environment	100.0%	78.1%	79.1%
Percent satisfied with school-home relations	82.4%	87.1%	86.0%

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

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**School Adequate Yearly Progress**

NO

This school met 15 out of 21 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. Sanction: Implement the restructuring plan.
<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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	95.4%	94.0%	Yes

\* Or greater than last year

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## 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	471	100	23.1	44	27.3	5.6	44.4	50.5	48.2	Yes	Yes
<b>Gender</b>											
Male	264	100	29.9	45.4	19.9	4.8	35.9	44.3	41.7	N/A	N/A
Female	207	100	14.6	42.2	36.7	6.5	55.3	57.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	367	100	19.8	44.5	30	5.7	47	54.3	60	Yes	Yes
African American	78	100	36	44	16	4	33.3	34.7	31.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	72.7	70.4	I/S	I/S
Hispanic	19	100	31.3	43.8	25	0	31.3	35	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	80	100	55.4	35.1	5.4	4.1	18.9	17.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	24	100	35	45	15	5	40	37	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	261	100	29.4	43.7	24.1	2.9	37.6	40.1	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	471	100	28.2	46.7	15.8	9.3	36.9	41.8	45.8	No	Yes
<b>Gender</b>											
Male	264	100	31.1	43	14.7	11.2	36.3	41	45.6	N/A	N/A
Female	207	100	24.6	51.3	17.1	7	37.7	42.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	367	100	26.3	44.8	17.8	11	41.1	46.3	59	Yes	Yes
African American	78	100	37.3	54.7	6.7	1.3	18.7	22.1	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	72.7	71.3	I/S	I/S
Hispanic	19	100	25	56.3	12.5	6.3	25	30	38.1	I/S	I/S
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
<b>Disability Status</b>											
Disabled	80	100	59.5	29.7	6.8	4.1	14.9	15.2	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	24	100	25	50	15	10	30	30.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	261	100	30.2	49.8	12.7	7.3	29.8	30.3	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## 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
<b>Science</b>											
All Students	308	100	26.5	35.4	17.3	20.7	38.1	39.3	35.7	95.4	96.2
<b>Gender</b>											
Male	172	100	28.4	34.6	14.2	22.8	37	40.7	37.4	94.9	96.1
Female	136	100	24.2	36.4	21.2	18.2	39.4	37.5	33.8	96	96.5
<b>Racial/Ethnic Group</b>											
White	243	100	22.9	34.2	18.6	24.2	42.9	43.7	49.2	95	96.1
African American	51	100	42	42	14	2	16	19.6	17	96.4	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.6	97.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	37	24.9	97.7	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97
<b>Disability Status</b>											
Disabled	52	100	52.1	27.1	12.5	8.3	20.8	16.6	14	93.1	95.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	24	24.4	97.8	97.9
<b>Socio-Economic Status</b>											
Subsided meals	172	100	28.6	41	14.9	15.5	30.4	28.3	21.1	94.3	95.6
<b>Social Studies</b>											
All Students	312	100	30.1	41.5	14.7	13.7	28.4	32.5	34	95.4	96.2
<b>Gender</b>											
Male	176	100	32.5	36.7	15.4	15.4	30.8	37	36.6	94.9	96.1
Female	136	100	26.9	47.7	13.8	11.5	25.4	27.6	31.3	96	96.5
<b>Racial/Ethnic Group</b>											
White	239	100	28.1	40.7	15.2	16	31.2	35.9	44.5	95	96.1
African American	54	100	40.4	42.3	11.5	5.8	17.3	13.8	19.1	96.4	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.6	97.8
Hispanic	15	100	23.1	53.8	23.1	0	23.1	38.5	27.5	97.7	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97
<b>Disability Status</b>											
Disabled	53	100	46.9	38.8	8.2	6.1	14.3	13.2	14.4	93.1	95.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	21	100	16.7	55.6	27.8	0	27.8	30.6	27.3	97.8	97.9
<b>Socio-Economic Status</b>											
Subsided meals	182	100	40.4	36.8	14.6	8.2	22.8	24.1	21	94.3	95.6

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	147	99.3	28.9	37	27.4	6.7	34.1
	7	177	100	27.2	42.6	27.2	3	30.2
	8	181	100	19.8	55.2	20.9	4.1	25
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	162	100	19.4	43.2	32.3	5.2	37.4
	7	147	100	25.5	48.2	22	4.3	26.2
	8	162	100	24.7	40.9	27.3	7.1	34.4
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	147	99.3	14.8	40.7	26.7	17.8	44.4
	7	177	100	24.3	46.7	16	13	29
	8	181	100	22.1	58.1	12.2	7.6	19.8
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	162	100	29	43.2	18.7	9	27.7
	7	147	100	18.4	52.5	17	12.1	29.1
	8	162	100	36.4	44.8	11.7	7.1	18.8
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	74	100	26.9	34.3	17.9	20.9	38.8
	7	177	100	26.5	36.7	19.3	17.5	36.7
	8	92	100	22.4	48.2	18.8	10.6	29.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	81	100	27.3	36.4	10.4	26	36.4
	7	147	100	27	32.6	18.4	22	40.4
	8	80	100	25	39.5	22.4	13.2	35.5
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	72	100	14.7	38.2	22.1	25	47.1
	7	177	99.4	40.6	34.5	10.3	14.5	24.8
	8	91	100	27.4	60.7	6	6	11.9
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	83	100	15	37.5	22.5	25	47.5
	7	147	100	43.3	34.8	10.6	11.3	22
	8	82	100	21.8	57.7	14.1	6.4	20.5

Abbreviations for Missing Data

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