



Cowpens Middle

150 Foster Street
Cowpens, SC 29330

Grades	6-8 Middle School	
Enrollment	495 Students	
Principal	Rodney S. Goode	864-279-6400
Superintendent	James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk

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

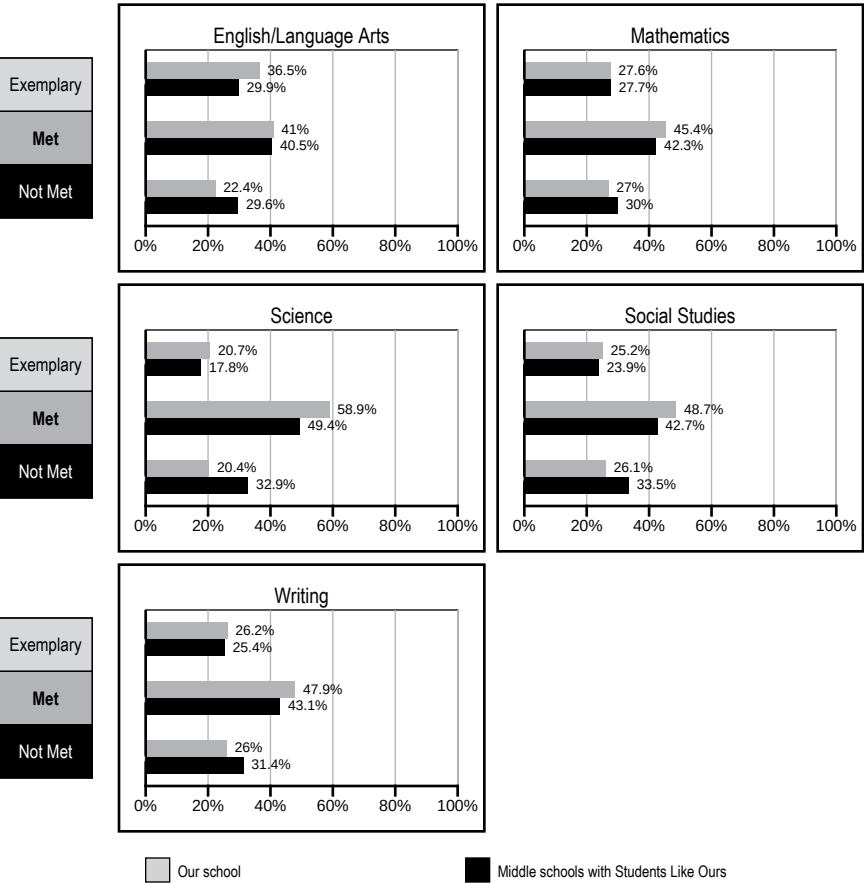
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	47	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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

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

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	95.3%	96.6%
English 1	N/A	94.6%
Physical Science	N/A	81.0%
US History and the Constitution	N/A	N/A
All Subjects	95.3%	95.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=495)				
Students enrolled in high school credit courses (grades 7 & 8)	13.5%	Up from 13.2%	22.7%	21.6%
Retention rate	1.0%	Down from 1.5%	1.3%	1.2%
Attendance rate	95.8%	Up from 95.4%	95.9%	95.9%
Eligible for gifted and talented	15.5%	Down from 17.8%	16.9%	14.8%
With disabilities other than speech	17.3%	Up from 16.8%	14.1%	12.6%
Older than usual for grade	1.6%	Down from 1.9%	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	57.6%	Up from 57.1%	57.9%	56.9%
Continuing contract teachers	75.8%	Up from 65.7%	76.6%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	3.6%	5.3%
Teachers returning from previous year	77.9%	Down from 80.2%	85.4%	82.9%
Teacher attendance rate	96.7%	Up from 94.7%	95.4%	95.2%
Average teacher salary*	\$47,452	Up 3.5%	\$46,963	\$46,599
Professional development days/teacher	15.4 days	Down from 15.7 days	11.6 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 17.3 to 1	21.1 to 1	20.1 to 1
Prime instructional time	91.3%	Up from 88.8%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.9%	Up from 93.8%	97.3%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$8,192	Up 3.9%	\$7,353	\$7,645
Percent of expenditures for instruction**	58.3%	Up from 56.4%	63.1%	63.4%
Percent of expenditures for teacher salaries**	56.5%	Up from 54.3%	58.8%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Cowpens Middle School experienced another extraordinary year of success. We continued to pursue the goal of academic excellence for every child. All teachers are highly qualified and certified in their area of academic instruction. The use of technology and analysis of 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 them to explore and discover new knowledge.

Cowpens Middle School continued the Ten Key Practices of Southern Regional Education Board's Making Middle Grades Work Initiative. CMS has focused on differentiating instruction and using the revised Bloom's Taxonomy to increase academic rigor. The administration and teachers attended several seminars, including the Upstate Consortium for actively engaged classrooms, academic rigor, and high expectations. CMS students distinguished themselves throughout the year. Four students were named Junior Scholars. One student was chosen to participate in the Scholars Academy. An eighth grade student was awarded the Governors Citizenship Award and the Lt. Governors Writing Award. An eighth grade student received middle school vocalist of the year while another student received the instrumentalist of the year. Our fine arts department continued success as students auditioned and made Region Band and the chorus/drama club put on the play "Fiddler on the Roof." CMS Athletic teams were successful, with our boys basketball and girls volleyball teams being runner-ups for the conference championships.

The use of technology continued to be an emphasis at CMS. With every classroom well-equipped with Promethean boards, instruction is more interactive and engaging for students. Ten CMS teachers took the course Technology in the Classroom with our district technology coach.

Our school was very fortunate to receive several awards and grants. One teacher was selected as State President Elect for SC Alpha Delta Kappa. A special education teacher received a DonorsChoose grant, allowing the purchase of easy listening devices to enhance literacy skills. Another team of teachers received a \$1,000 Junior League grant focusing on life and social skills. An eighth grade teacher continued to be a leader in the Teaching American History Grant.

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, Critter Connections, Mobile Meals, and Spartanburg School District 3's Children Assistance Fund. The Endeavor Club 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

	Teachers	Students*	Parents*
Number of surveys returned	36	135	123
Percent satisfied with learning environment	97.2%	81.3%	88.1%
Percent satisfied with social and physical environment	100.0%	83.0%	83.2%
Percent satisfied with school-home relations	91.7%	83.0%	80.0%

* Only students at the highest middle 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 20 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	
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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	95.8%	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	491	100	22.2	40.6	37.2	85.2	85.4	82.8	Yes	Yes
Gender										
Male	280	100	28.2	38.3	33.5	81.2	81.4	79.3	N/A	N/A
Female	211	100	14.5	43.5	42	90.3	89.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	368	100	18.5	40.9	40.6	87.5	87.6	89.5	Yes	Yes
African American	91	100	36.7	40	23.3	77.8	76.1	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	78.6	92.3	I/S	I/S
Hispanic	24	100	20.8	41.7	37.5	83.3	78.8	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	84	100	53.8	28.2	17.9	61.5	56.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	26.9	38.5	34.6	80.8	78	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	281	100	29.2	43.1	27.7	80.9	80.3	75.5	Yes	Yes

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

All Students	491	100	27.9	46.9	25.2	80.8	80.7	78.9	Yes	Yes
Gender										
Male	280	100	32.7	41.7	25.6	75.2	78.7	77	N/A	N/A
Female	211	100	21.7	53.6	24.6	87.9	82.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	368	100	24.4	47.7	27.8	84.7	84.4	87.2	Yes	Yes
African American	91	100	43.3	43.3	13.3	64.4	62	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	24	100	20.8	54.2	25	87.5	76.9	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	84	100	65.4	26.9	7.7	46.2	47.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	23.1	61.5	15.4	84.6	78	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	281	100	34.5	48.3	17.2	76	74.2	70.2	Yes	Yes

* 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

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	328	100	20.1	58.8	21.1	79.9	77	67.5
Gender								
Male	195	100	23.7	53.2	23.1	76.3	76.3	67
Female	133	100	15.2	66.7	18.2	84.8	77.7	68
Racial/Ethnic Group								
White	247	100	16.8	58.8	24.4	83.2	80.2	79.5
African American	58	100	31.6	63.2	5.3	68.4	60.5	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	72.7	84.3
Hispanic	17	100	23.5	58.8	17.6	76.5	70.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	51	100	52.1	37.5	10.4	47.9	48	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	18	100	36.8	47.4	15.8	63.2	68.2	59.6
Socio-Economic Status								
Subsided meals	181	100	22.5	60.7	16.8	77.5	70.3	55.1

Social Studies

All Students	328	100	25.9	48.6	25.6	74.1	77.3	72.3
Gender								
Male	189	100	26.4	48.3	25.3	73.6	76.7	71.5
Female	139	100	25.2	48.9	25.9	74.8	78	73.2
Racial/Ethnic Group								
White	246	100	23.3	47.8	28.9	76.7	79.1	80.7
African American	59	100	37.3	49.2	13.6	62.7	65.9	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	17	100	17.6	58.8	23.5	82.4	83.8	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	64	100	49.2	39	11.9	50.8	48.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	14	100	23.5	58.8	17.6	76.5	76.3	67.9
Socio-Economic Status								
Subsided meals	199	100	31.6	49.7	18.7	68.4	71.5	62.1

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 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	493	99.2	26	47.9	26.2	74	74.8	70.2	95.8	96.2
Gender										
Male	282	98.6	35	44.9	20.2	65	67.5	63.2	95.7	96.1
Female	211	100	14.5	51.7	33.8	85.5	82.9	77.5	95.9	96.3
Racial/Ethnic Group										
White	367	99.7	22.8	48.4	28.8	77.2	77.8	79.1	95.4	96
African American	94	98.9	34.4	50	15.6	65.6	61.8	57.6	96.9	96.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	64.3	86.2	96.4	97.5
Hispanic	24	95.8	34.8	43.5	21.7	65.2	66.7	62.6	97.1	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.9	96.5
Disability Status										
Disabled	88	95.5	72.4	26.3	1.3	27.6	31.9	26.1	94.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	23	87	47.8	47.8	4.3	52.2	58.9	61.2	96.3	97.2
Socio-Economic Status										
Subsidized meals	282	98.9	30.7	51.1	18.2	69.3	67.8	58.9	95	95.5

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	171	100	17.2	39.6	43.2	82.8
	7	167	100	26.3	43.1	30.6	73.8
	8	153	100	23.6	38.9	37.5	76.4
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	171	100	23.7	40.8	35.5	76.3
	7	167	100	23.8	57.5	18.8	76.3
	8	153	100	37.5	42.4	20.1	62.5
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	86	100	20	54.1	25.9	80
	7	166	100	20.8	67.9	11.3	79.2
	8	76	100	18.9	44.6	36.5	81.1
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	85	100	15.5	51.2	33.3	84.5
	7	166	100	28.9	46.5	24.5	71.1
	8	77	100	31.4	50	18.6	68.6
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	171	100	22.5	42	35.5	77.5
	7	170	97.7	25.9	53.8	20.3	74.1
	8	152	100	30.1	48.3	21.7	69.9

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample