



COWPENS ELEMENTARY

341 Foster Street
Cowpens, South Carolina

Grades	PK-5 Elementary School	
Enrollment	414 Students	
Principal	Cindy H. Snead	864-279-6300
Superintendent	Dr. James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

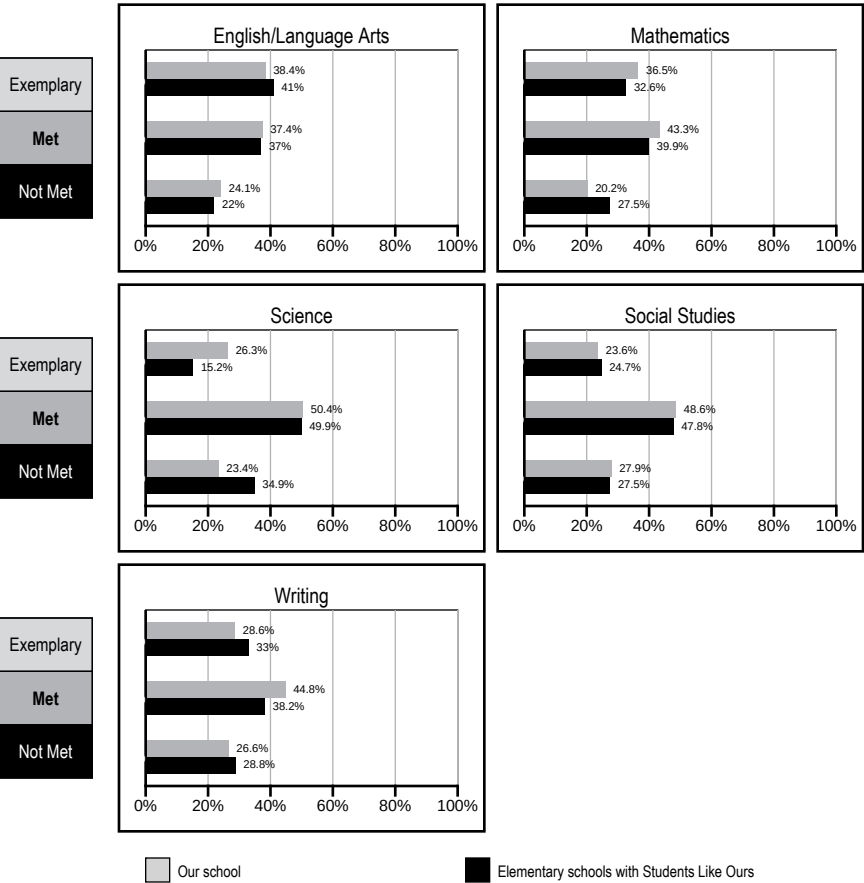
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	30	79	2	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=414)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.0%	1.2%	1.2%
Attendance rate	96.0%	Down from 96.1%	96.0%	96.1%
Eligible for gifted and talented	14.2%	Up from 6.4%	12.0%	11.7%
With disabilities other than speech	11.5%	Up from 9.8%	8.5%	8.0%
Older than usual for grade	0.3%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	66.7%	Down from 69.2%	59.8%	60.5%
Continuing contract teachers	83.3%	Down from 92.3%	86.5%	84.6%
Teachers with emergency or provisional certificates	3.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	97.3%	Up from 95.9%	88.7%	87.0%
Teacher attendance rate	92.5%	Down from 94.9%	95.3%	95.4%
Average teacher salary*	\$54,283	Down 0.4%	\$47,075	\$47,288
Professional development days/teacher	10.3 days	Down from 11.6 days	10.0 days	10.5 days
School				
Principal's years at school	3.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.2 to 1	19.4 to 1	19.2 to 1
Prime instructional time	87.4%	Down from 89.9%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,321	Up 0.3%	\$7,327	\$7,548
Percent of expenditures for instruction**	63.4%	Up from 61.9%	67.9%	68.7%
Percent of expenditures for teacher salaries**	59.8%	Up from 58.8%	64.5%	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

Cowpens Elementary School had a successful year in 2009-2010. We are proud of our "Good" State Report Card and that we once again met federal "Adequate Yearly Progress." We also received the Palmetto Silver Award in recognition of gains in student growth. We are focused on providing an educational experience that offers quality individualized learning opportunities for every child.

Data were analyzed from the Measures of Academic Progress (MAP), Developmental Reading Assessment (DRA), monthly teaching records, and reading and writing conferencing to enhance the classroom teacher's ability to plan and provide for individualized lessons and focus group activities in reading and math.

The Language Enrichment Acceleration Program (LEAP) was provided to all five year-old kindergarten and first grade students. The purpose of LEAP is to help children make at least one year's growth in reading and writing by targeting their strengths through individualized instruction. Student writing was a primary focus as we worked toward tailoring literacy instruction at all levels.

One of our fifth grade students was named the Spartanburg District Three winner of the State Superintendent's Writing Award, and the Cowpens Elementary School Reading Quiz Bowl Team won the second annual district-wide Battle of the Books competition.

Teachers collaborated with grade level colleagues and instructional coaches. They wrote standards-based units to create an on-line curriculum guide. The guide will allow teachers to access exemplary units of study for classroom instruction. In addition, the CES faculty participated in a yearlong study of writing comprehension tools. Two of our teachers earned National Board Certification and two others received grants to enrich their classrooms. Science and math coaches provided assistance to classroom teachers who created formative assessments aligned with state standards to better guide their instruction of inquiry based math and science kit lessons. Technology continued to drive the curriculum through the use of Promethean Boards, eChalk, keypals, interactive Web pages, Photo Story productions, and an interactive assessment system.

We understand the importance of community at CES. Our students were involved in activities to support others such as Hope for Haiti, Winter Warmth for Kids, a toy drive, Jump Rope for Heart, St. Jude's Math-A-Thon, and Relay for Life. The school newsletter and Parent/Student Handbook, which extend our communication in to the community, received an award for outstanding communications and public relation efforts by schools.

A committed faculty and staff, the latest in technology, and a supportive community allow Cowpens Elementary School to focus all of our efforts on our learners and their continued growth.

Cindy H. Snead, Principal

Angela Mathis, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	61	38
Percent satisfied with learning environment	100.0%	90.2%	86.8%
Percent satisfied with social and physical environment	100.0%	93.4%	86.8%
Percent satisfied with school-home relations	100.0%	88.5%	81.6%

* 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	YES
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This school met 13 out of 13 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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	208	100	24.1	37.4	38.4	85.7	84.5	83.5	Yes	Yes
Gender										
Male	95	100	30.4	37	32.6	82.6	80.7	80.1	N/A	N/A
Female	113	100	18.9	37.8	43.2	88.3	88.4	87	N/A	N/A
Racial/Ethnic Group										
White	171	100	21.1	36.7	42.2	90.4	87.2	89.6	Yes	Yes
African American	26	100	38.5	42.3	19.2	65.4	70.2	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.9	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	83.3	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	35	100	70.6	26.5	2.9	47.1	49.4	51.7	I/S	I/S
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	11	100	45.5	27.3	27.3	54.5	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	133	100	31.5	43.1	25.4	80.8	80.3	76.9	Yes	Yes

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

All Students	208	100	20.2	43.3	36.5	88.2	81.8	80.4	Yes	Yes
Gender										
Male	95	100	21.7	41.3	37	89.1	79.9	78.4	N/A	N/A
Female	113	100	18.9	45	36	87.4	83.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	171	100	15.7	44.6	39.8	93.4	84.3	87.8	Yes	Yes
African American	26	100	38.5	42.3	19.2	69.2	68.6	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.6	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	77.1	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	35	100	58.8	35.3	5.9	58.8	45.4	46.1	I/S	I/S
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	11	100	45.5	27.3	27.3	54.5	75.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	133	100	27.7	48.5	23.8	83.1	76.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	141	100	23.4	50.4	26.3	76.6	77.1	67.3
Gender								
Male	70	100	25	48.5	26.5	75	77.4	66.9
Female	71	100	21.7	52.2	26.1	78.3	76.7	67.7
Racial/Ethnic Group								
White	117	100	17.7	53.1	29.2	82.3	81.1	79.6
African American	18	100	50	44.4	5.6	50	57.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	71.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	25	100	N/A	N/A	N/A	45.8	44	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	6	I/S	I/S	I/S	I/S	I/S	70.3	58.6
Socio-Economic Status								
Subsidized meals	88	100	31.8	44.7	23.5	68.2	69.2	55.4

Social Studies

All Students	143	100	27.9	48.6	23.6	72.1	77.4	70.9
Gender								
Male	60	100	31	43.1	25.9	69	76.6	70.1
Female	83	100	25.6	52.4	22	74.4	78.2	71.7
Racial/Ethnic Group								
White	116	100	27.4	46	26.5	72.6	79.1	79.2
African American	19	100	31.6	57.9	10.5	68.4	68.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	100	66.7	28.6	4.8	33.3	41.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	75	68
Socio-Economic Status								
Subsidized meals	92	100	35.6	50	14.4	64.4	70.2	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	207	100	26.6	44.8	28.6	73.4	74.3	72.1	96	95.8
Gender										
Male	95	100	40.2	38	21.7	59.8	66.8	65.2	95.9	95.6
Female	112	100	15.3	50.5	34.2	84.7	82.2	79.2	96.2	96.1
Racial/Ethnic Group										
White	169	100	22.4	46.7	30.9	77.6	76.6	80.8	95.8	95.6
African American	27	100	55.6	25.9	18.5	44.4	58.8	59.7	96.7	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	87	96.3	97.7
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.1	64.6	97.2	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	96.1
Disability Status										
Disabled	42	100	60	35	5	40	31.8	27.7	95.4	94.9
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	11	100	27.3	54.5	18.2	72.7	73.1	63.7	97	97.1
Socio-Economic Status										
Subsidized meals	132	100	34.6	45.4	20	65.4	67.6	61.9	95.7	95.3

Abbreviations for Missing Data

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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	73	100	28.2	33.8	38	71.8
	4	62	100	27.1	47.5	25.4	72.9
	5	66	100	25	50	25	75
	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	63	100	14.5	25.8	59.7	85.5
	4	76	100	32.4	37.8	29.7	67.6
	5	69	100	23.9	47.8	28.4	76.1
	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	73	100	39.4	25.4	35.2	60.6
	4	62	100	30.5	35.6	33.9	69.5
	5	66	100	31.3	45.3	23.4	68.8
	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	63	100	19.4	37.1	43.5	80.6
	4	76	100	18.9	48.6	32.4	81.1
	5	69	100	22.4	43.3	34.3	77.6
	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	37	100	31.4	42.9	25.7	68.6
	4	62	100	20.3	54.2	25.4	79.7
	5	34	100	43.8	40.6	15.6	56.3
	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	31	100	20	50	30	80
	4	76	100	24.3	54.1	21.6	75.7
	5	34	100	24.2	42.4	33.3	75.8
	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

Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	36	100	30.6	44.4	25	69.4
	4	62	100	16.9	47.5	35.6	83.1
	5	32	100	28.1	53.1	18.8	71.9
	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	32	100	12.5	46.9	40.6	87.5
	4	76	100	33.8	50	16.2	66.2
	5	35	100	29.4	47.1	23.5	70.6
	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
Writing							
2009	3	75	100	31.9	31.9	36.1	68.1
	4	61	100	35.6	39	25.4	64.4
	5	67	98.5	35.4	40	24.6	64.6
	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	63	100	29	41.9	29	71
	4	75	100	28.4	48.6	23	71.6
	5	69	100	22.4	43.3	34.3	77.6
	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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