



COWPENS MIDDLE

150 Foster Street
Cowpens, SC 29330

Grades	6-8 Middle School	
Enrollment	521 Students	
Principal	Cynthia D. James	864-279-6400
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	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	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 2009-10 whose 2008-09 test scores were located

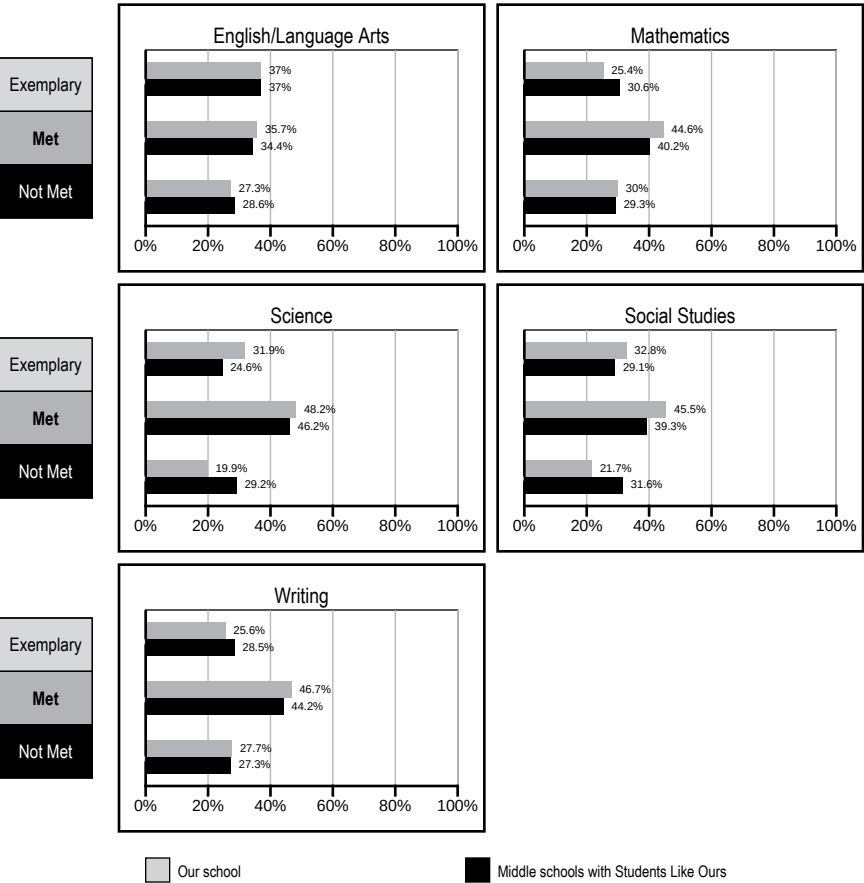
97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	47	0	0

* Ratings are calculated with data available by 03/09/2011.

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	100.0%	96.7%
English 1	N/A	97.7%
Physical Science	N/A	53.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=521)				
Students enrolled in high school credit courses (grades 7 & 8)	6.7%	Down from 13.5%	24.9%	24.2%
Retention rate	0.4%	Down from 1.0%	0.8%	0.7%
Attendance rate	95.2%	Down from 95.8%	95.8%	95.9%
Eligible for gifted and talented	28.5%	Up from 15.5%	18.7%	16.4%
With disabilities other than speech	16.9%	Down from 17.3%	12.8%	12.0%
Older than usual for grade	1.9%	Up from 1.6%	2.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	56.3%	Down from 57.6%	61.1%	58.5%
Continuing contract teachers	87.5%	Up from 75.8%	83.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.5%	4.0%
Teachers returning from previous year	82.4%	Up from 77.9%	85.9%	84.6%
Teacher attendance rate	95.7%	Down from 96.7%	95.5%	95.4%
Average teacher salary*	\$48,647	Up 2.5%	\$47,454	\$46,561
Professional development days/teacher	12.5 days	Down from 15.4 days	10.8 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 17.8 to 1	21.9 to 1	21.1 to 1
Prime instructional time	90.6%	Down from 91.3%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 95.9%	98.7%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,136	Down 0.7%	\$7,630	\$7,802
Percent of expenditures for instruction**	59.5%	Up from 58.3%	64.0%	63.8%
Percent of expenditures for teacher salaries**	57.1%	Up from 56.5%	60.5%	60.0%

* 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. Our goal is all students achieving at high levels. All teachers are highly qualified and certified in their area of academic instruction. Using student achievement data to make instructional decisions, analyzing formative/summative assessments, and developing relevance to what we teach were three key focal points for staff development. Differentiated and innovative lessons empowered teachers to meet the needs of all students.

Cowpens Middle School continues the Ten Key Practices of the 15 state Southern Regional Education Board's Making Middle Grades Work Initiative. CMS has worked with instructional coaches to integrate thinking/writing strategies into all subject areas. Math teachers participated monthly in a Webinar that focused on sixteen critical mathematical skills. Teachers went to professional development at the Upstate Consortium to improve literacy and to improve teaching and learning.

CMS students distinguished themselves throughout the year. Eleven students were named Junior Scholars while four students received state recognition as Duke Tip Scholars. Two students were chosen to participate in the Scholars Academy. An eighth grade student was awarded the Governors Citizenship Award and the State Superintendent's Writing Award. Our fine arts department continued its success, as the chorus received a superior rating at the Festival of Choruses and the drama department put on the play "Annie." CMS Athletic teams were successful also with our football team being named conference champions.

The use of technology continues to be an emphasis. With every classroom well-equipped with Activboards, instruction is more interactive and engaging for students. Several teachers took graduate coursework with our district technology coach.

Our staff has been fortunate to receive several honors. One teacher was elected as State President for SC Alpha Delta Kappa, an honorary organization for women educators. A special education teacher received National Board Certification. An eighth grade science teacher was selected as the District Teacher of the Year. One teacher was selected to attend the Science P.L.U.S. Institute. A seventh grade teacher received an award from the SC-National School Public Relations Association for the Veterans Day program.

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, Spartanburg School District 3's Childrens Assistance Fund, Glenn Springs Academy, and the Vagness Family. The Endeavor Club has sponsored several projects including raising money through a math-a-thon for St. Jude's Children's Hospital.

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	149	103
Percent satisfied with learning environment	100.0%	78.4%	82.8%
Percent satisfied with social and physical environment	100.0%	87.1%	83.0%
Percent satisfied with school-home relations	91.4%	85.6%	85.3%

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

School Adequate Yearly Progress

NO

This school met 19 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	1.9%
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	3.6%	0.0%	No
Student attendance rate	95.2%	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	514	100	27	35.7	37.3	80.9	84.5	83.5	Yes	Yes
Gender										
Male	281	100	31.8	33	35.2	76.4	80.7	80.1	N/A	N/A
Female	233	100	21.3	38.9	39.8	86.4	88.4	87	N/A	N/A
Racial/Ethnic Group										
White	402	100	23.2	35.6	41.2	82.8	87.2	89.6	Yes	Yes
African American	79	100	48.1	35.1	16.9	68.8	70.2	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	76.9	92.7	I/S	I/S
Hispanic	23	100	21.7	47.8	30.4	91.3	83.3	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	84	100	73.8	17.5	8.8	37.5	49.4	51.7	No	Yes
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	21	100	30.4	52.2	17.4	82.6	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	286	100	34.8	36.3	28.8	76	80.3	76.9	Yes	Yes

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

All Students	514	99.8	31.4	45.1	23.6	80.3	81.8	80.4	Yes	Yes
Gender										
Male	281	99.6	32.6	41.9	25.5	77.9	79.9	78.4	N/A	N/A
Female	233	100	29.9	48.9	21.3	83.3	83.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	402	99.8	28.2	46.2	25.6	83.1	84.3	87.8	Yes	Yes
African American	79	100	48.1	42.9	9.1	66.2	68.6	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	84.6	93.5	I/S	I/S
Hispanic	23	100	21.7	52.2	26.1	87	77.1	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	84	100	76.3	21.3	2.5	37.5	45.4	46.1	No	Yes
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	21	95.2	39.1	43.5	17.4	73.9	75.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	286	99.7	36.3	46.1	17.6	76.4	76.8	72.8	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	346	100	19.8	48.2	32	80.2	77.1	67.3
Gender								
Male	188	100	20.1	45.8	34.1	79.9	77.4	66.9
Female	158	100	19.5	51	29.5	80.5	76.7	67.7
Racial/Ethnic Group								
White	262	100	17.5	45.5	37	82.5	81.1	79.6
African American	63	100	31.1	57.4	11.5	68.9	57.2	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	16	100	12.5	62.5	25	87.5	71.9	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	54	100	54.9	39.2	5.9	45.1	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	13	100	21.4	57.1	21.4	78.6	70.3	58.6
Socio-Economic Status								
Subsidized meals	195	100	23.8	52.5	23.8	76.2	69.2	55.4

Social Studies

All Students	340	99.7	21.8	45.5	32.6	78.2	77.4	70.9
Gender								
Male	179	99.4	24.3	32	43.8	75.7	76.6	70.1
Female	161	100	19.2	60.3	20.5	80.8	78.2	71.7
Racial/Ethnic Group								
White	266	99.6	18.7	44.4	36.9	81.3	79.1	79.2
African American	53	100	37.7	50.9	11.3	62.3	68.9	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	14	100	14.3	50	35.7	85.7	79.3	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	54	98.2	56.9	35.3	7.8	43.1	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	14	100	29.4	47.1	23.5	70.6	75	68
Socio-Economic Status								
Subsidized meals	184	100	31	44.8	24.1	69	70.2	60.8

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	512	99	27.7	46.7	25.6	72.3	74.3	72.1	95.2	95.8
Gender										
Male	281	98.2	34.1	42.7	23.2	65.9	66.8	65.2	94.6	95.6
Female	231	100	19.9	51.6	28.5	80.1	82.2	79.2	95.9	96.1
Racial/Ethnic Group										
White	398	99.8	25.2	48	26.8	74.8	76.6	80.8	94.7	95.6
African American	81	97.5	42.9	41.6	15.6	57.1	58.8	59.7	96.5	96.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	69.2	87	97.3	97.7
Hispanic	23	95.7	13.6	59.1	27.3	86.4	85.1	64.6	97.3	97
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	95	96.1
Disability Status										
Disabled	85	94.1	76.6	22.1	1.3	23.4	31.8	27.7	94.1	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	20	90	33.3	52.4	14.3	66.7	73.1	63.7	96.7	97.1
Socio-Economic Status										
Subsidized meals	280	99.3	33.5	47.7	18.8	66.5	67.6	61.9	94.4	95.3

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 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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	173	100	24.8	41.2	33.9	75.2
	7	174	100	21.7	32.5	45.8	78.3
	8	167	100	35	33.1	31.8	65
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	173	100	33.3	41.2	25.5	66.7
	7	174	99.4	25.3	46.4	28.3	74.7
	8	167	100	35.7	47.8	16.6	64.3
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	89	100	34.1	45.1	20.7	65.9
	7	172	100	15.8	44.2	40	84.2
	8	85	100	13.6	59.3	27.2	86.4

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
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	85	100	19	58.3	22.6	81
	7	173	99.4	20.6	43	36.4	79.4
	8	82	100	27.6	36.8	35.5	72.4
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
2010	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	98.8	27.4	42.7	29.9	72.6
	7	172	99.4	25.1	52.1	22.8	74.9
	8	169	98.8	30.6	45.2	24.2	69.4

Abbreviations for Missing Data

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