

Cowpens Elementary

341 Foster Street
Cowpens, South Carolina

Grades	PK-5 Elementary School	
Enrollment	404 Students	
Principal	Cindy H. Snead	864-279-6300
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**	**Good**
2008	Average	Average
2007	Average	Good
2006	Average	Good
2005	Good	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.

http://ed.sc.gov
http://www.eoc.sc.gov

Cowpens Elementary	06/01/10-4203030

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

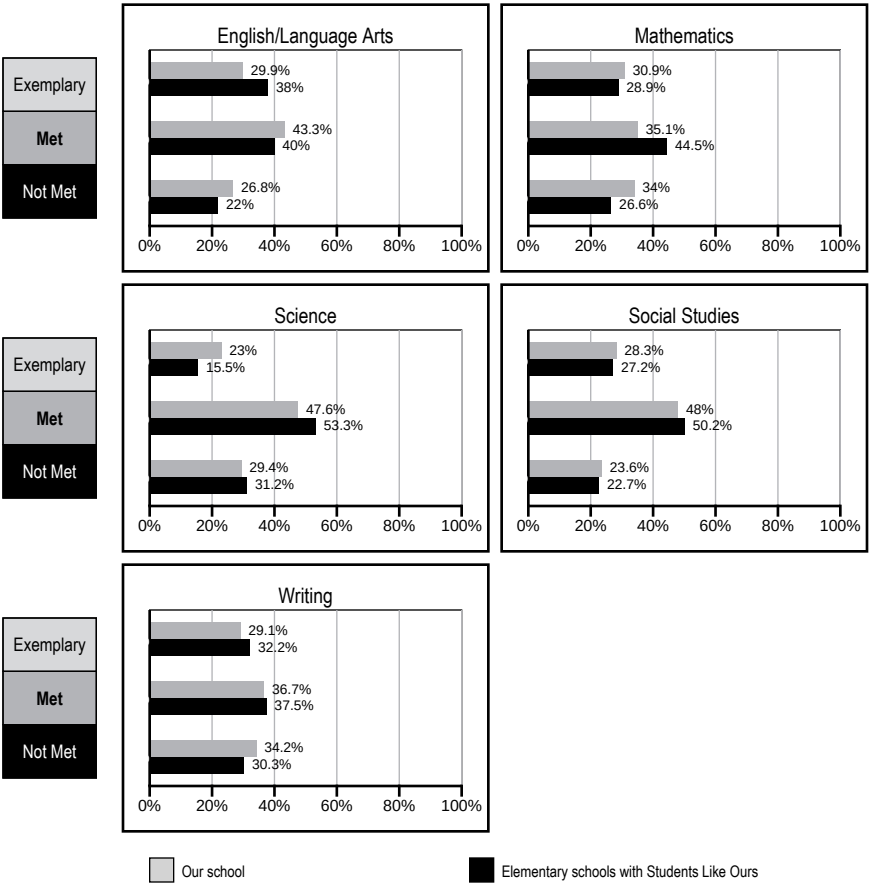
Percent of students tested in 2008-09 whose 2007-08 test scores were located	99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	26	76	3	0

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

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

Cowpens Elementary				06/01/10-4203030
School Profile				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=404)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.6%	2.0%	1.9%
Attendance rate	96.1%	Down from 97.1%	96.2%	96.3%
Eligible for gifted and talented	6.4%	Down from 10.6%	10.7%	10.0%
With disabilities other than speech	9.8%	Up from 9.4%	9.2%	7.7%
Older than usual for grade	0.3%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	69.2%	Up from 68.0%	59.1%	59.4%
Continuing contract teachers	92.3%	Down from 96.0%	83.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.9%	Up from 91.9%	87.0%	85.9%
Teacher attendance rate	94.9%	Down from 96.2%	95.3%	95.1%
Average teacher salary*	$54,527	Up 3.7%	$47,262	$47,149
Professional development days/teacher	11.6 days	Down from 12.4 days	11.6 days	11.1 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 18.4 to 1	19.0 to 1	18.8 to 1
Prime instructional time	89.9%	Down from 91.9%	90.4%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$8,296	Up 0.8%	$7,217	$7,458
Percent of expenditures for instruction**	61.9%	Up from 59.8%	68.1%	68.8%
Percent of expenditures for teacher salaries**	58.8%	Up from 57.9%	63.2%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

2008-2009 was an exciting year of growth for students, faculty, and staff at Cowpens Elementary School. Together we worked to build a strong foundation based on data assessment, tailored literacy instruction, hands-on math and science instruction, technology, positive behavior, and healthy lifestyle choices.

In addition to data derived from Measures of Academic Progress (MAP), teachers used information gathered from the Developmental Reading Assessment (DRA) and monthly running records to enhance their ability to plan and provide individualized lessons. Instructional coaches provided assistance to classroom teachers who created formative assessments aligned with state standards to better inform their instruction.

LEAP (Language Enrichment Acceleration Program) was provided to all five-year-old kindergarten, first grade students, and second grade students. The program provides instruction to an entire class using small groups to teach early readers specific reading and writing strategies. The purpose of LEAP is to help all children make at least one year's growth in reading and writing. Our school reading coach facilitated testing, planned instruction for the LEAP Lab, and worked closely with the homeroom teachers to help all children reach their potential growth.

Inquiry-based math and science kit lessons were enhanced by teachers' collaborative efforts. Technology became an even more integral part of the curriculum through the use of flipcharts on Promethean Boards, echalk Keypals, interactive Web pages, Photo Story productions, and an online curriculum guide.

Our school community focused on productive and healthy choices from behavior to lifestyle habits. We launched a school-wide positive behavior plan to promote responsible, respectful, and prepared citizens. Students were exposed to and chose to participate in a wide range of activities throughout the year, including behavior celebrations, Zest Quest health events, the Mileage Club, volleyball and basketball camps, a variety show, musical performances, art exhibitions, the Piedmont Science Fair, local and regional spelling bees, Student Council, Peer Helpers, the Battle of the Books, and the Chess Club. From our many talented students, the Cowpens Elementary School Reading Quiz Bowl Team won the first annual district-wide Battle of the Books competition, a third grader received the Meteorological Award at the Regional Science Fair, and one of our fifth grade students was named the Spartanburg District Three winner of the Superintendant's Writing Award.

Our school staff and the Cowpens community helped to guide the growth of our Cowpens Elementary School students in order for each child to find his or her own success inside the classroom and beyond.

Cindy H. Snead, Principal
Joe Long, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	59	27
Percent satisfied with learning environment	93.1%	86.2%	85.2%
Percent satisfied with social and physical environment	96.6%	88.1%	84.6%
Percent satisfied with school-home relations	96.6%	87.9%	74.1%

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

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School Adequate Yearly Progress	YES

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	

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	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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Cowpens Elementary										06/01/10-4203030
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	201	100	26.8	43.3	29.9	83.5	85.4	82.8	Yes	Yes
Gender										
Male	96	100	32.3	37.6	30.1	78.5	81.4	79.3	N/A	N/A
Female	105	100	21.8	48.5	29.7	88.1	89.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	153	100	23.5	43	33.6	87.2	87.6	89.5	Yes	Yes
African American	32	100	44.8	44.8	10.3	65.5	76.1	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	78.6	92.3	I/S	I/S
Hispanic	13	100	30.8	53.8	15.4	76.9	78.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	35	100	67.6	29.4	2.9	47.1	56.1	52	I/S	I/S
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	12	100	N/AV	N/AV	N/AV	75	78	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	119	100	32.7	49.6	17.7	78.8	80.3	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	201	100	34	35.1	30.9	79.4	80.7	78.9	Yes	Yes
Gender										
Male	96	100	34.4	37.6	28	77.4	78.7	77	N/A	N/A
Female	105	100	33.7	32.7	33.7	81.2	82.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	153	100	26.2	36.9	36.9	85.9	84.4	87.2	Yes	Yes
African American	32	100	72.4	24.1	3.4	44.8	62	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	93	I/S	I/S
Hispanic	13	100	46.2	38.5	15.4	76.9	76.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	35	100	64.7	29.4	5.9	52.9	47.5	45.5	I/S	I/S
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	12	100	50	25	25	75	78	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	119	100	45.1	36.3	18.6	75.2	74.2	70.2	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	133	100	29.4	47.6	23	70.6	77	67.5
Gender								
Male	61	100	25.9	46.6	27.6	74.1	76.3	67
Female	72	100	32.4	48.5	19.1	67.6	77.7	68
Racial/Ethnic Group								
White	99	100	24.2	48.4	27.4	75.8	80.2	79.5
African American	22	100	57.9	31.6	10.5	42.1	60.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	70.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	26	100	48	40	12	52	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	10	I/S	I/S	I/S	I/S	I/S	68.2	59.6
Socio-Economic Status								
Subsized meals	79	100	35.6	53.4	11	64.4	70.3	55.1
Social Studies								
All Students	130	100	23.6	48	28.3	76.4	77.3	72.3
Gender								
Male	66	100	27.7	41.5	30.8	72.3	76.7	71.5
Female	64	100	19.4	54.8	25.8	80.6	78	73.2
Racial/Ethnic Group								
White	103	100	21.8	45.5	32.7	78.2	79.1	80.7
African American	16	100	40	46.7	13.3	60	65.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	83.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	23	100	60.9	34.8	4.3	39.1	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	8	I/S	I/S	I/S	I/S	I/S	76.3	67.9
Socio-Economic Status								
Subsized meals	77	100	28.4	47.3	24.3	71.6	71.5	62.1

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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	203	99.5	34.2	36.7	29.1	65.8	74.8	70.2	96.1	96.2
Gender										
Male	98	99	44.1	31.2	24.7	55.9	67.5	63.2	96	96.1
Female	105	100	25.2	41.7	33	74.8	82.9	77.5	96.3	96.3
Racial/Ethnic Group										
White	156	99.4	29.3	36.7	34	70.7	77.8	79.1	95.9	96
African American	31	100	60	33.3	6.7	40	61.8	57.6	96.2	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	64.3	86.2	97.8	97.5
Hispanic	13	100	38.5	38.5	23.1	61.5	66.7	62.6	97.7	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.5
Disability Status										
Disabled	32	100	N/AV	N/AV	N/AV	25	31.9	26.1	95.8	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	12	100	41.7	41.7	16.7	58.3	58.9	61.2	97.8	97.2
Socio-Economic Status										
Subsized meals	120	100	40.5	43.1	16.4	59.5	67.8	58.9	95.7	95.5

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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
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
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
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
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

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