



MATHEWS ELEMENTARY

725 Marshall Road
Greenwood, South

Grades	PK-5 Elementary School	
Enrollment	547 Students	
Principal	Doris L. Watson	864-941-5680
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

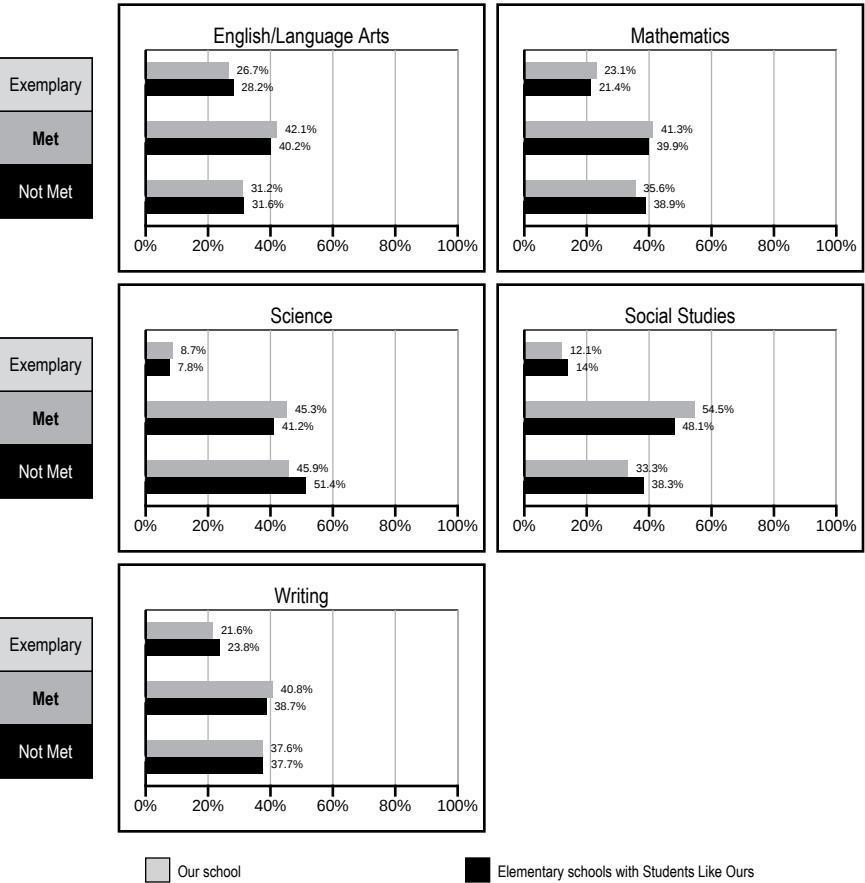
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	102	37	17

* 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=547)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 1.9%	1.6%	1.2%
Attendance rate	95.7%	Down from 96.1%	95.8%	96.1%
Eligible for gifted and talented	4.9%	Down from 5.6%	5.5%	11.7%
With disabilities other than speech	12.6%	No Change	8.5%	8.0%
Older than usual for grade	0.2%	Down from 0.8%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	44.7%	Down from 48.6%	58.5%	60.5%
Continuing contract teachers	86.8%	Up from 70.3%	80.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.9%	Down from 88.7%	84.9%	87.0%
Teacher attendance rate	94.7%	Down from 95.6%	95.2%	95.4%
Average teacher salary*	\$44,016	Up 3.1%	\$45,700	\$47,288
Professional development days/teacher	23.7 days	Up from 20.1 days	11.1 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 19.7 to 1	18.0 to 1	19.2 to 1
Prime instructional time	90.0%	Down from 91.1%	90.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,415	Down 2.9%	\$8,361	\$7,548
Percent of expenditures for instruction**	67.3%	Down from 68.1%	67.9%	68.7%
Percent of expenditures for teacher salaries**	64.8%	Down from 65.5%	62.8%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

After more than 50 years in the Mathews Mill Village, Mathews Elementary School had a new home this year. The new school is located on the old Southside/Woodfields site on the corner of Marshall Road and Woodfields Drive. Our faculty and staff accomplished what seemed to be an impossible task. In a matter of days, a vast empty space was transformed into a warm, welcoming learning environment – a place where children can think, dream, believe, and achieve.

Immediately, it was clear that our commitment to continuous school improvement and academic excellence survived the move. Sustained by the collaboration and support of professional learning communities, teachers and students were engaged in meaningful learning experiences from the first day of school. Our professional learning community teams worked diligently to find ways to facilitate shared knowledge, to maintain the hard work of change, and to transform the school culture. The dedication of our faculty and staff, combined with the continued support of parents and community partners, has resulted in Mathews Elementary School being the recipient to the Palmetto Silver Award for the third consecutive year.

We continue to have a number of initiatives in place to supplement the core instructional program, such as Accelerated Math® and Accelerated Reader®. Assistance was provided for struggling readers through our Response to Intervention Program. Teachers benefited from our school-based academic coach, who obtained additional resources and provided instructional support. Classrooms, equipped with SmartBoards® and projectors, assisted in making technology integration trouble-free. Challenging, it certainly was; however, once again we proved that teamwork makes dreams work!

Sheree Hill, SIC Chairperson
Doris L. Watson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	77	51
Percent satisfied with learning environment	100.0%	85.3%	94.0%
Percent satisfied with social and physical environment	100.0%	87.0%	84.3%
Percent satisfied with school-home relations	86.8%	87.0%	86.0%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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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	
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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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	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	271	100	31.5	41.9	26.6	84.3	82.5	83.5	Yes	Yes
Gender										
Male	146	100	36.3	40.7	23	78.5	80.1	80.1	N/A	N/A
Female	125	100	25.7	43.4	31	91.2	85.2	87	N/A	N/A
Racial/Ethnic Group										
White	99	100	16.7	44.4	38.9	92.2	92.1	89.6	Yes	Yes
African American	146	100	38.8	40.3	20.9	78.4	73.4	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	98.1	92.7	I/S	I/S
Hispanic	25	100	47.8	39.1	13	87	72.8	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	56	100	62.7	25.5	11.8	52.9	54.1	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	47.6	42.9	9.5	85.7	73	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	223	100	35.6	42.4	22	82	75.6	76.9	Yes	Yes

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

All Students	271	100	35.9	41.1	23	81	79.5	80.4	Yes	Yes
Gender										
Male	146	100	37	40	23	79.3	79.2	78.4	N/A	N/A
Female	125	100	34.5	42.5	23	83.2	79.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	99	100	21.1	41.1	37.8	90	90.6	87.8	Yes	Yes
African American	146	100	45.5	41	13.4	74.6	67.5	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	25	100	39.1	39.1	21.7	82.6	74.2	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	56	100	74.5	17.6	7.8	49	44.9	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	38.1	42.9	19	81	74.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	223	100	40	41.5	18.5	79	71.6	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

	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	185	100	45.7	45.1	9.2	54.3	60.9	67.3
Gender								
Male	97	100	45.2	43	11.8	54.8	60.9	66.9
Female	88	100	46.3	47.5	6.3	53.8	60.8	67.7
Racial/Ethnic Group								
White	64	100	28.3	58.3	13.3	71.7	79.1	79.6
African American	104	100	53.1	40.6	6.3	46.9	44.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.2	84.4
Hispanic	16	100	62.5	25	12.5	37.5	42.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	34	100	71.9	25	3.1	28.1	27.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	15	100	66.7	26.7	6.7	33.3	42.9	58.6
Socio-Economic Status								
Subsidized meals	152	100	51.4	40.1	8.5	48.6	47.2	55.4

Social Studies

All Students	180	100	33.7	54.2	12	66.3	68	70.9
Gender								
Male	97	100	33.7	51.7	14.6	66.3	68.7	70.1
Female	83	100	33.8	57.1	9.1	66.2	67.2	71.7
Racial/Ethnic Group								
White	70	100	23.8	60.3	15.9	76.2	80.9	79.2
African American	93	100	37.5	52.3	10.2	62.5	54.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.7	86.8
Hispanic	17	100	53.3	40	6.7	46.7	58	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	41	100	N/A	N/A	N/A	42.1	36.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	15	100	N/A	N/A	N/A	46.2	58.8	68
Socio-Economic Status								
Subsidized meals	146	100	39	53.7	7.4	61	56.4	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	278	99.3	37.6	40.8	21.6	62.4	68	72.1	95.7	95.8
Gender										
Male	152	98.7	45	37.9	17.1	55	61.8	65.2	95.6	95.7
Female	126	100	28.7	44.3	27	71.3	74.7	79.2	95.7	96
Racial/Ethnic Group										
White	101	99	28.6	36.3	35.2	71.4	81.3	80.8	95	95.9
African American	149	100	43.2	43.2	13.7	56.8	55	59.7	96.1	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.2	87	93.3	97.9
Hispanic	25	96	31.8	50	18.2	68.2	56.5	64.6	95.7	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	87.1	91.1
Disability Status										
Disabled	61	96.7	81.5	16.7	1.9	18.5	24.6	27.7	95.5	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	95.1
English Proficiency										
Limited English Proficient	23	100	33.3	52.4	14.3	66.7	56.8	63.7	95.9	96.1
Socio-Economic Status										
Subsidized meals	235	99.2	41.3	40.4	18.3	58.7	57	61.9	95.4	95.1

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	80	100	36.4	36.4	27.3	63.6
	4	76	100	38.2	44.7	17.1	61.8
	5	75	100	11.8	55.9	32.4	88.2
	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	97	100	29.4	36.5	34.1	70.6
	4	94	100	34.1	44	22	65.9
	5	80	100	30.6	45.8	23.6	69.4
	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	80	100	41.6	41.6	16.9	58.4
	4	76	100	25	57.9	17.1	75
	5	75	100	25	44.1	30.9	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	97	100	31.8	36.5	31.8	68.2
	4	94	100	37.4	49.5	13.2	62.6
	5	80	100	38.9	36.1	25	61.1
	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
Science							
2009	3	40	100	47.4	36.8	15.8	52.6
	4	76	100	40.8	52.6	6.6	59.2
	5	38	100	37.1	57.1	5.7	62.9
	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	50	100	53.5	30.2	16.3	46.5
	4	94	100	48.4	48.4	3.3	51.6
	5	41	100	30.8	53.8	15.4	69.2
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	40	100	25.6	64.1	10.3	74.4
	4	76	100	28.9	64.5	6.6	71.1
	5	37	100	15.2	54.5	30.3	84.8
	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	47	100	23.8	57.1	19	76.2
	4	94	100	33	58.2	8.8	67
	5	39	100	48.5	39.4	12.1	51.5
	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	80	100	35.1	33.8	31.2	64.9
	4	76	100	39.5	44.7	15.8	60.5
	5	75	100	20.6	47.1	32.4	79.4
	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	98	99	39.8	34.1	26.1	60.2
	4	95	99	38.5	45.1	16.5	61.5
	5	85	100	34.2	43.4	22.4	65.8
	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

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