



ST. MATTHEWS ELEMENTARY

125 Saints Avenue
St. Matthews, SC 29135

Grades	PK-8 Elementary School	
Enrollment	696 Students	
Principal	Barry Charley	803-655-2750
Superintendent	Dr. Steve Wilson	803-655-7310
Board Chair	Thomas Arant	803-874-2759

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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

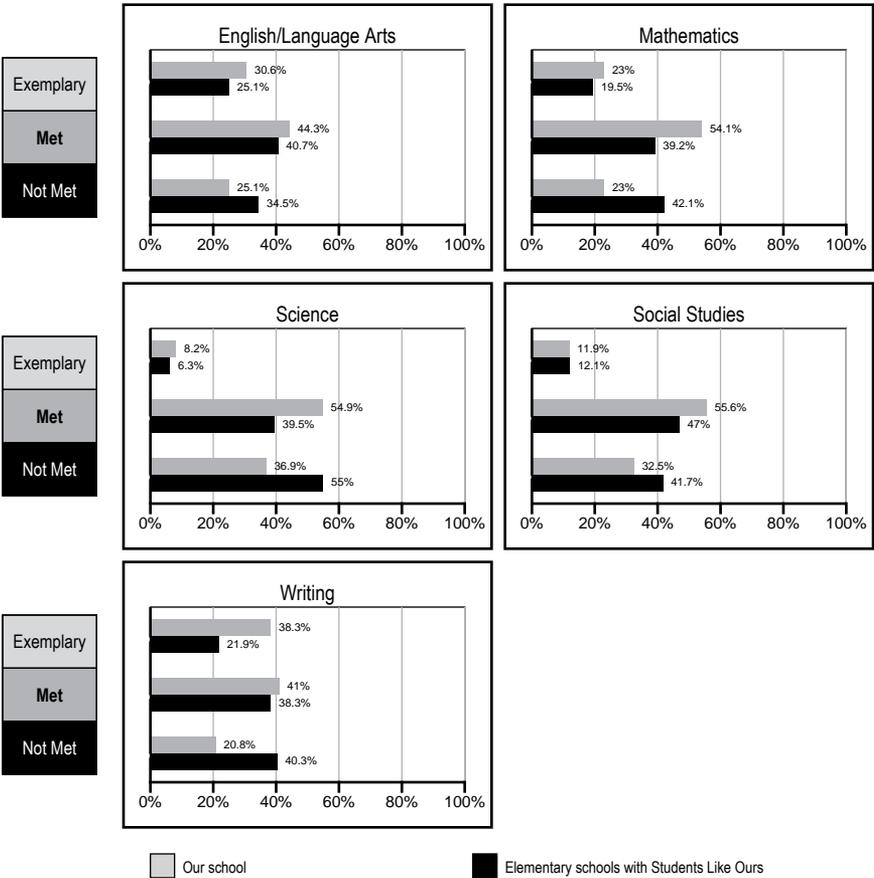
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	86	58	23

* 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=696)				
First graders who attended full-day kindergarten	91.8%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.5%	1.2%
Attendance rate	96.1%	N/A	95.9%	96.1%
Eligible for gifted and talented	7.0%	N/A	4.6%	11.7%
With disabilities other than speech	8.6%	N/A	8.4%	8.0%
Older than usual for grade	3.4%	N/A	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.2%	N/R	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	60.4%	N/A	60.0%	60.5%
Continuing contract teachers	93.8%	N/A	79.3%	84.6%
Teachers with emergency or provisional certificates	4.3%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	83.5%	87.0%
Teacher attendance rate	95.5%	N/R	95.4%	95.4%
Average teacher salary*	\$48,199	I/S	\$45,509	\$47,288
Professional development days/teacher	6.8 days	N/R	10.6 days	10.5 days
School				
Principal's years at school	2.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	N/R	17.2 to 1	19.2 to 1
Prime instructional time	90.3%	N/R	90.4%	90.8%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	67.7%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,670	\$7,548
Percent of expenditures for instruction**	N/A	N/A	68.1%	68.7%
Percent of expenditures for teacher salaries**	N/A	N/A	62.4%	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

The mission of St. Matthews K-8 School is to maintain a nurturing and positive environment that is committed to educating young minds and fostering our student's knowledge and growth.

This was a historic year for St. Matthews K-8 School simply because it was the inaugural year of the new school facility and the housing of primary through middle school aged students under one roof. With a student population of 690, the new configuration presented challenges. However, our parents, faculty, staff, and students responded positively and we had many accomplishments to be proud of: our faculty has six National Board Certified teachers; State Superintendent's Writing Essay Winners; Consortium of the Arts members; Educational talent search through Claflin University; Palmetto Pride Grant Recipient; KATE; Finalist in FFVP Grant Art contest; Duke Scholars and the fifth grade poetry winner for South Carolina Garden Clubs.

Our students were provided an array of academic, club, and athletic opportunities beyond the traditional classroom such as: Accelerated Math; Accelerated Reading; Jewels of Elegance; Student Council; Science Fair; Character Education Program; After-School Enrichment; Black History Month Celebration; Veteran' Day Recognition; Field trips; Job shadowing; Special Olympics; Fit for Life Club; Health and Environmental Club; Gentleman's Club; Just Say No Club; Recycling Club; Journalism Club; Yearbook; Knitting Club; Etiquette and Good Manners Club; Montessori Arts and Crafts Club; Math Madness; DARE, Wee Deliver Mail System; Computer Club, Book Club, Read Across America; and Middle School athletics of cheerleading, football, and basketball.

The new facility afforded us the opportunity for every teacher to have a lap top, smart board, projector, and document camera. The teachers utilized various instructional technologies to enhance student learning such as: Think Link, Study Island, USA Test Prep, Waterford, Achieve 3000, Education City, BrainPop, ixl Math, Renaissance Learning, and Quiz Hub. The faculty and staff also undertook the transition from SASI to Power teacher and Power School.

Here at St. Matthews K-8 School, we were fortunate to have active community involvement and outreach programs such as : School Volunteer Program, March of Dimes; Relay for Life; Canned food drive; Adopt a family; Community Thanksgiving Dinner; St. Jude Research Hospital Fund Drive; Haiti Relief Fund; Family burn out fund; Nursing home support; Harvest Hope Backpacks; Volunteer Outreach Program; Orangeburg-Calhoun Technical Education Department partnership; Teacher Cadets from Calhoun County High School; and finally but not least of all , our community involvement and support from our School Improvement Council and PTA was excellent.

In closing, we would like to extend a special thanks to our district, school volunteers, parents, community, and students for their continued support. We could not have been successful without our stakeholders.

Chris Mack, Acting Principal

Kenneth Hasty, School Improvement Council, Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	48	49
Percent satisfied with learning environment	95.8%	85.4%	87.5%
Percent satisfied with social and physical environment	97.9%	84.8%	79.2%
Percent satisfied with school-home relations	84.8%	89.6%	79.6%

* 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

NO

This school met 15 out of 17 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	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	96.1%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	409	98.3	31.2	43.3	25.5	79.9	83.2	83.5	Yes	Yes
Gender										
Male	195	97.4	38	40.2	21.7	72.8	77.7	80.1	N/A	N/A
Female	212	99.5	25	46.1	28.9	86.3	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	39	94.9	40.6	31.3	28.1	71.9	89.4	89.6	I/S	I/S
African American	353	98.9	31.7	44.6	23.8	79.8	80.1	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	14	100	N/A	N/A	N/A	100	95.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	44	95.5	75.6	12.2	12.2	36.6	46.1	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	10	I/S	N/A	N/A	N/A	100	94.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	379	98.2	31	44	24.9	80.1	82.8	76.9	Yes	Yes

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

All Students	409	98.3	26.8	53.4	19.8	82.2	83.7	80.4	Yes	Yes
Gender										
Male	195	97.4	37	45.1	17.9	73.4	77.4	78.4	N/A	N/A
Female	212	99.5	17.6	60.8	21.6	90.2	89.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	39	94.9	25	53.1	21.9	84.4	89.4	87.8	I/S	I/S
African American	353	98.9	27.9	52.8	19.4	81.2	80.7	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	14	100	7.1	71.4	21.4	100	100	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	44	95.5	65.9	26.8	7.3	39	46.1	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	10	I/S	N/A	N/A	N/A	100	100	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	379	98.2	27.7	52.6	19.7	81.7	82.5	72.8	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
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Science

All Students	276	98.9	35.4	54	10.6	64.6	65.9	67.3
Gender								
Male	135	97.8	38.5	51.5	10	61.5	62.1	66.9
Female	140	100	32.3	56.4	11.3	67.7	69.5	67.7
Racial/Ethnic Group								
White	24	95.8	27.8	61.1	11.1	72.2	79.4	79.6
African American	243	99.2	36.3	53.6	10.1	63.7	60.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	26	92.3	78.3	8.7	13	21.7	25	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	4	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	252	99.2	36	54.1	9.9	64	63.7	55.4

Social Studies

All Students	273	100	37.9	48.5	13.6	62.1	65.6	70.9
Gender								
Male	132	100	41.3	42.1	16.7	58.7	62.4	70.1
Female	141	100	34.8	54.3	10.9	65.2	68.7	71.7
Racial/Ethnic Group								
White	25	100	22.7	31.8	45.5	77.3	68.2	79.2
African American	236	100	40.4	50.9	8.7	59.6	63.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	12	100	16.7	33.3	50	83.3	90	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	26	100	80	16	4	20	34.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	10	I/S	18.2	36.4	45.5	81.8	88.9	68
Socio-Economic Status								
Subsidized meals	259	100	38.5	47.6	13.9	61.5	64.7	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	402	97.5	22.3	45.5	32.2	77.7	77.7	72.1	96.1	95.7
Gender										
Male	191	96.3	30	48.3	21.7	70	68.6	65.2	95.6	95.3
Female	211	98.6	15.3	43.1	41.6	84.7	86.2	79.2	96.6	96.1
Racial/Ethnic Group										
White	36	97.2	16.1	48.4	35.5	83.9	82.7	80.8	93.9	94.6
African American	351	97.4	23.2	46.7	30.1	76.8	75.5	59.7	96.3	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	94.3
Hispanic	14	100	14.3	14.3	71.4	85.7	82.6	64.6	98	97.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	87.2
Disability Status										
Disabled	42	78.6	71.9	18.8	9.4	28.1	25	27.7	95.5	94.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	97.1	97.1
English Proficiency										
Limited English Proficient	10	I/S	18.2	9.1	72.7	81.8	78.9	63.7	98.1	97.3
Socio-Economic Status										
Subsidized meals	372	97.6	23	45.2	31.7	77	76.1	61.9	96.1	95.7

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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	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	67	97	24.6	31.1	44.3	75.4
	4	68	98.5	25.4	52.2	22.4	74.6
	5	61	98.4	24.1	48.3	27.6	75.9
	6	54	94.4	23.5	52.9	23.5	76.5
	7	79	100	46.6	37	16.4	53.4
	8	80	100	37.2	41	21.8	62.8
Mathematics							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	67	97	26.2	41	32.8	73.8
	4	68	98.5	22.4	61.2	16.4	77.6
	5	61	98.4	19	58.6	22.4	81
	6	54	94.4	29.4	47.1	23.5	70.6
	7	79	100	35.6	53.4	11	64.4
	8	80	100	26.9	56.4	16.7	73.1
Science							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	32	100	56.7	23.3	20	43.3
	4	67	100	29.9	64.2	6	70.1
	5	29	96.6	29.6	63	7.4	70.4
	6	28	96.4	7.1	75	17.9	92.9
	7	79	100	42.5	49.3	8.2	57.5
	8	41	97.6	39.5	47.4	13.2	60.5

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/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	33	100	19.4	54.8	25.8	80.6
	4	67	100	29.9	64.2	6	70.1
	5	31	100	53.3	33.3	13.3	46.7
	6	24	100	16.7	58.3	25	83.3
	7	79	100	54.8	38.4	6.8	45.2
	8	39	100	35.9	41	23.1	64.1
Writing							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	65	100	13.1	39.3	47.5	86.9
	4	67	97	24.6	46.2	29.2	75.4
	5	61	96.7	24.1	37.9	37.9	75.9
	6	53	94.3	16	40	44	84
	7	77	98.7	29.2	48.6	22.2	70.8
	8	79	97.5	23.7	56.6	19.7	76.3

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