



MATHEWS ELEMENTARY

725 Marshall Road
Greenwood, South

Grades	K-5 Elementary School	
Enrollment	595 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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Good
2007	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 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://eoc.sc.gov>

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

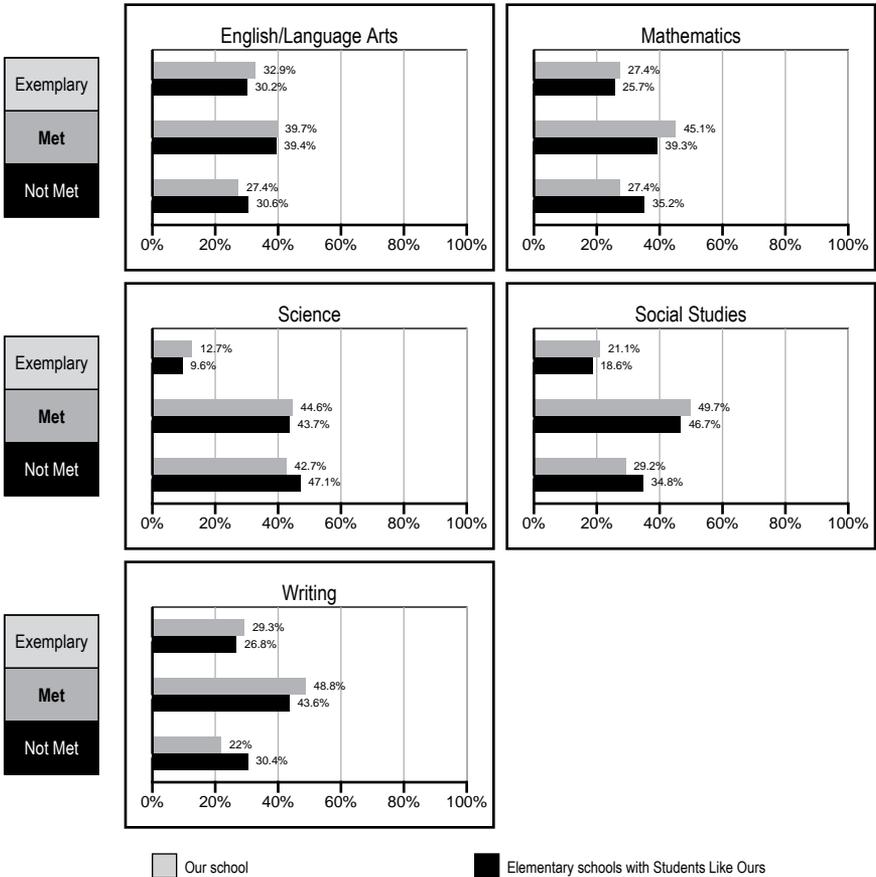
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	98	32	8

* Ratings are calculated with data available by 11/09/2011.

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=595)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 0.5%	1.4%	1.1%
Attendance rate	95.9%	Up from 95.7%	95.9%	96.2%
Served by gifted and talented program	6.3%	Up from 4.9%	8.0%	13.4%
With disabilities other than speech	5.5%	Down from 12.6%	4.5%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	70.3%	Up from 44.7%	61.3%	62.5%
Continuing contract teachers	94.6%	Up from 86.8%	85.2%	88.2%
Teachers returning from previous year	83.4%	Down from 86.9%	86.3%	87.8%
Teacher attendance rate	96.1%	Up from 94.7%	95.1%	95.2%
Average teacher salary*	\$43,396	Down 1.4%	\$45,734	\$46,773
Professional development days/teacher	14.6 days	Down from 23.7 days	10.5 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.3 to 1	18.2 to 1	19.9 to 1
Prime instructional time	91.8%	Up from 90.0%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 91.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,293	Down 1.6%	\$7,913	\$7,447
Percent of expenditures for instruction**	68.6%	Up from 67.3%	67.9%	68.4%
Percent of expenditures for teacher salaries**	65.3%	Up from 64.8%	64.8%	65.8%

* 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 Mathews Elementary School is to challenge all students to think, dream, believe, and achieve to their fullest potential by being ready, respectful, and responsible. The combined efforts of students, teachers, parents, staff, and community partners are essential in keeping our mission fueled. We are very pleased to offer a variety of opportunities and initiatives to support our core instructional program and diverse school community.

Because of a generous grant from the Self Family Foundation, we were able to introduce the game of golf and The First Tee Nine Core Values™ to hundreds of students. Our physical education teacher completed required training and received the essential equipment for school-wide implementation. We were so excited to be able to provide this unique learning opportunity for our students.

Our Montessori Program, one of many choice programs offered by Greenwood School District 50, is housed at Mathews. The program is a hands-on, individualized approach to learning with the philosophy that children have everything they need within themselves to learn and grow. The educator’s job is to prepare the learning environment and guide students in their learning process. As a result of the program’s success, an additional Montessori class was added for upper elementary.

Professional Learning Communities continued to pave the way for authentic student engagement and a strong core instructional program. Teachers have time to engage in meaningful discussions, reflect on teaching and learning, and analyze student data, which yields data driven decisions and increased student achievement. As a result, individual student needs are targeted, and teachers are able to focus on differentiation through SRA lessons, Accelerated Math®, Accelerated Reader®, and other effective instructional tools. Students receive additional assistance based on individual needs through interventions like Response to Intervention (RtI), GATAS, Brain Boosters, and computer assisted instruction.

As part of our efforts to focus on continuous school improvement, we became a P.B.I.S. (Positive Behavior Interventions and Supports) school. School-wide expectations were adopted – be ready, be respectful, and be responsible. Faculty and staff were trained to apply consistent consequences and positive reinforcements for all students. By explicitly teaching the school-wide expectations, we provided a common language and behaviors for everyone in our building, including students, teachers, and staff. Common expectations and frequent acknowledgements helped create a more positive learning environment.

A Science Fun Day to promote inquiry and the scientific process was held in December, and volunteers from the community came in and did experiments, demonstrations, and presentations. In March, community leaders came to read to students for our "Read Across America" celebration and encouraged students to become passionate readers. In addition, the school participated in a number of service learning projects like March of Dimes, Jump Rope for Heart, Relay for Life, and Meals on Wheels. We are committed to nurturing our students to become caring, productive citizens and life-long learners.

Sheree Hill, SIC Chairperson
Doris L. Watson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	79	34
Percent satisfied with learning environment	100.0%	89.9%	100.0%
Percent satisfied with social and physical environment	100.0%	69.2%	90.9%
Percent satisfied with school-home relations	90.0%	79.7%	90.9%

* 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 16 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

NI

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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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 = 79.4% (Met or Exemplary)

All Students	254	100	27.6	39.7	32.6	82	81.4	82.4	Yes	Yes
Gender										
Male	135	100	33.6	40.8	25.6	75.2	78.3	78.7	N/A	N/A
Female	119	100	21.1	38.6	40.4	89.5	84.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	99	100	19.4	31.2	49.5	84.9	91.1	88.9	Yes	Yes
African American	132	100	31.3	46.1	22.7	81.3	72	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	23	100	44.4	38.9	16.7	72.2	70.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	38	100	N/AV	N/AV	N/AV	30.6	42.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	41.2	41.2	17.6	76.5	71.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	100	30.7	40.5	28.8	79	73.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	254	100	27.6	45.2	27.2	82.4	81.6	81.9	Yes	Yes
Gender										
Male	135	100	31.2	41.6	27.2	79.2	79.6	79.9	N/A	N/A
Female	119	100	23.7	49.1	27.2	86	83.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	99	100	16.1	46.2	37.6	90.3	92.1	88.9	Yes	Yes
African American	132	100	34.4	45.3	20.3	77.3	70.8	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	98.1	94.6	I/S	I/S
Hispanic	23	100	38.9	38.9	22.2	77.8	73.8	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	38	100	N/AV	N/AV	N/AV	41.7	41.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	35.3	41.2	23.5	82.4	74.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	100	31.2	45.4	23.4	79.5	73.5	74.9	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	168	100	43	44.3	12.7	57	63.2	68.6
Gender								
Male	91	100	48.2	40	11.8	51.8	63.9	68.3
Female	77	100	37	49.3	13.7	63	62.5	68.9
Racial/Ethnic Group								
White	67	100	24.2	58.1	17.7	75.8	81.3	80.7
African American	87	100	52.9	36.5	10.6	47.1	46.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	85.3
Hispanic	14	100	N/AV	N/AV	N/AV	27.3	43	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	25	100	N/AV	N/AV	N/AV	20.8	29.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	12	100	N/AV	N/AV	N/AV	27.3	43.5	60.7
Socio-Economic Status								
Subsidized meals	143	100	47.4	43	9.6	52.6	49.5	57.3
Social Studies								
All Students	170	100	29.6	49.4	21	70.4	69.2	72.5
Gender								
Male	95	100	26.7	51.1	22.2	73.3	71.2	72
Female	75	100	33.3	47.2	19.4	66.7	67	73.1
Racial/Ethnic Group								
White	61	100	18.3	53.3	28.3	81.7	83	81
African American	90	100	34.5	48.3	17.2	65.5	55.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.9	89
Hispanic	19	100	46.7	40	13.3	53.3	57.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	28	100	N/AV	N/AV	N/AV	25.9	35.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	16	100	42.9	42.9	14.3	57.1	57.4	69.7
Socio-Economic Status								
Subsidized meals	146	100	34.1	48.6	17.4	65.9	58.6	62.9

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	87	98.9	22	48.8	29.3	78	72.9	73.2	95.9	96
Gender										
Male	46	97.8	38.1	42.9	19	61.9	67.7	67.2	95.6	96
Female	41	100	5	55	40	95	78.4	79.4	96.2	96.1
Racial/Ethnic Group										
White	35	100	18.8	40.6	40.6	81.3	84.5	81.5	95.3	96.1
African American	47	100	23.9	52.2	23.9	76.1	61.2	61.3	96.2	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.2	87	97.8	98.2
Hispanic	5	I/S	I/S	I/S	I/S	I/S	64.2	66.7	96.2	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	90.4	94.8
Disability Status										
Disabled	15	93.3	N/AV	N/AV	N/AV	21.4	26.3	26	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	95.8
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	64.4	65.7	96.3	96.6
Socio-Economic Status										
Subsidized meals	75	98.7	25	48.6	26.4	75	64.2	63.2	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							
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
2011	3	83	100	23.4	31.2	45.5	76.6
	4	84	100	30.9	39.5	29.6	69.1
	5	87	100	28.4	48.1	23.5	71.6
	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	
Mathematics							
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
2011	3	83	100	37.7	33.8	28.6	62.3
	4	84	100	19.8	51.9	28.4	80.2
	5	87	100	25.9	49.4	24.7	74.1
	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							
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
2011	3	41	100	56.8	29.7	13.5	43.2
	4	84	100	40.7	48.1	11.1	59.3
	5	43	100	35	50	15	65
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	42	100	35	42.5	22.5	65
	4	84	100	24.7	56.8	18.5	75.3
	5	44	100	34.1	41.5	24.4	65.9
	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							
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
2011	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	87	98.9	22	48.8	29.3	78
	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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