



Mathews Elementary

615 Chace Avenue
Greenwood, South

Grades	PK-5 Elementary School	
Enrollment	432 Students	
Principal	Doris L. Watson	864-941-5680
Superintendent	Dr. Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	Average	Good
2006	Below Average	Below Average
2005	Average	Below Average
2004	Average	Below Average

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

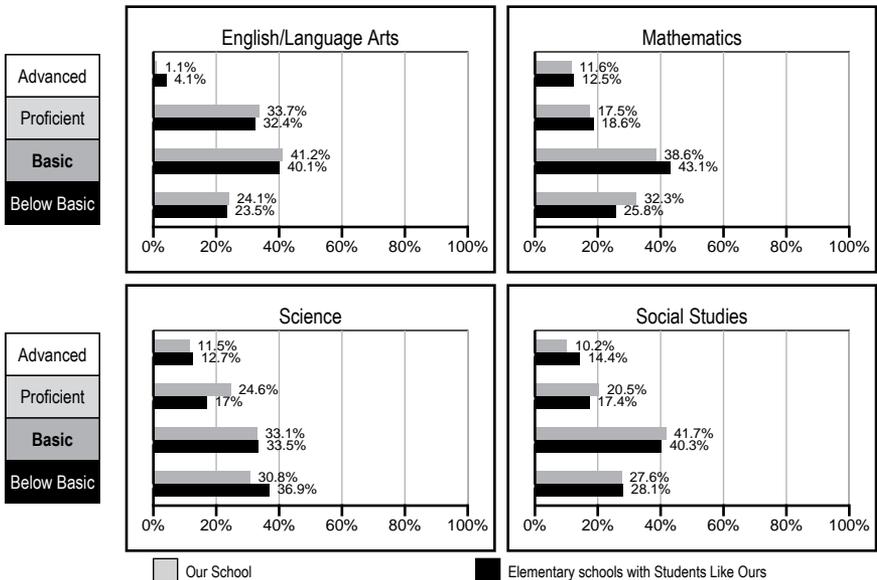
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	37	45	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=432)				
First graders who attended full-day kindergarten	98.5%	Up from 95.8%	100.0%	100.0%
Retention rate	1.3%	Down from 2.5%	2.8%	2.3%
Attendance rate	96.7%	No Change	96.0%	96.3%
Eligible for gifted and talented	8.9%	Up from 8.5%	6.5%	10.4%
With disabilities other than speech	10.9%	Up from 8.9%	9.0%	7.5%
Older than usual for grade	0.0%	Down from 1.5%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	36.1%	Down from 41.7%	54.2%	56.7%
Continuing contract teachers	75.0%	Up from 72.2%	75.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.4%	No Change	85.6%	86.4%
Teacher attendance rate	94.6%	Up from 94.1%	94.9%	94.9%
Average teacher salary	\$41,707	Up 2.1%	\$44,455	\$45,345
Professional development days/teacher	18.2 days	Up from 18.1 days	13.1 days	12.6 days
School				
Principal's years at school	1.0	No Change	3.5	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.5 to 1	18.1 to 1	18.5 to 1
Prime instructional time	89.4%	Up from 89.0%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,428	Up 3.6%	\$7,383	\$7,052
Percent of expenditures for instruction*	65.9%	Down from 69.6%	69.1%	69.1%
Percent of expenditures for teacher salaries*	62.2%	Down from 63.9%	64.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Mathews Elementary School is focusing on continuous school improvement. Administrators, teachers, and staff work with parents and community partners to provide a comprehensive educational program to meet the educational needs of all students. In addition to making Adequate Yearly Progress (AYP), Mathews Elementary School is very proud to be a recipient of the Palmetto Silver Award 2007-2008 for making substantial improvement in student achievement.

Numerous programs are in place to supplement our instructional program and promote family involvement. Increased support from community partners like Food Lion and Chick-fil-A have prompted increased parental involvement. Our Standards Support Lab provides hands-on learning opportunities, and SmartBoards® are being used to make learning more engaging and interactive.

On-going school and district professional development in ELA and math support a balanced literacy reading approach and inquiry-based math program. In addition, teachers are being trained in Working on the Work, a lesson design to promote student engagement. We are using data to guide decisions about instruction and assessment.

Our school-wide focus on teamwork is really making a difference in the overall school climate. A group of teachers and parent volunteers took a group of fifth grade students to Camp K.A.T.E.– a youth leadership institute that extends learning beyond the classroom and builds leadership skills. Students in our after school program organized a school-wide can food drive and placed third in the Salvation Army Food Drive. Teachers volunteered to be PACT Pals and encouraged students to do their best on the state assessment. Working together, we are making a difference!

Dottie Cervenka, SIC Chairperson
Doris L. Watson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	53	43
Percent satisfied with learning environment	100.0%	96.2%	97.6%
Percent satisfied with social and physical environment	100.0%	94.3%	90.7%
Percent satisfied with school-home relations	96.9%	90.6%	95.2%

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

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School Adequate Yearly Progress

NO

This school met 13 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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	204	100	24.1	41.2	33.7	1.1	49.2	45	48.2	Yes	Yes
Gender											
Male	102	100	30.1	39.8	30.1	0	43	40	41.7	N/A	N/A
Female	102	100	18.1	42.6	37.2	2.1	55.3	49.9	55	N/A	N/A
Racial/Ethnic Group											
White	100	100	14.9	38.3	46.8	0	66	62.2	60	Yes	Yes
African American	85	100	33.3	46.2	19.2	1.3	32.1	27.2	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	70.4	I/S	I/S
Hispanic	18	100	33.3	33.3	26.7	6.7	33.3	27.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	38	100	60	31.4	8.6	0	11.4	14.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	38.5	38.5	23.1	0	23.1	29.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	143	100	31.5	44.1	24.4	0	38.6	28.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	204	100	31.6	39	17.6	11.8	45.5	45.5	45.8	Yes	Yes
Gender											
Male	102	100	31.2	41.9	16.1	10.8	45.2	46.7	45.6	N/A	N/A
Female	102	100	31.9	36.2	19.1	12.8	45.7	44.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	100	100	17	41.5	22.3	19.1	62.8	62.8	59	Yes	Yes
African American	85	100	47.4	35.9	12.8	3.8	28.2	27.1	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.1	71.3	I/S	I/S
Hispanic	18	100	40	40	13.3	6.7	26.7	30.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	38	100	57.1	28.6	14.3	0	20	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	46.2	38.5	15.4	0	15.4	34.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	143	100	39.4	40.9	15.7	3.9	34.6	29.3	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	139	100	30.2	33.3	24.8	11.6	36.4	35.7	35.7	96.7	96.3
Gender											
Male	69	100	29.7	32.8	21.9	15.6	37.5	39	37.4	96.8	96.2
Female	70	100	30.8	33.8	27.7	7.7	35.4	32.4	33.8	96.7	96.5
Racial/Ethnic Group											
White	68	100	13.8	36.9	33.8	15.4	49.2	53.7	49.2	96.2	96.3
African American	60	100	49.1	27.3	16.4	7.3	23.6	16.6	17	97.2	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.7	58	97	98
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	17.1	24.9	97.4	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	25	100	62.5	29.2	8.3	0	8.3	11.7	14	95.7	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	20.6	24.4	97.5	96.9
Socio-Economic Status											
Subsided meals	94	100	40	31.8	22.4	5.9	28.2	17	21.1	96.5	95.7
Social Studies											
All Students	139	100	27.6	41.7	20.5	10.2	30.7	30.7	34	96.7	96.3
Gender											
Male	70	100	27	41.3	20.6	11.1	31.7	34.3	36.6	96.8	96.2
Female	69	100	28.1	42.2	20.3	9.4	29.7	27.1	31.3	96.7	96.5
Racial/Ethnic Group											
White	68	100	17.5	42.9	25.4	14.3	39.7	45.2	44.5	96.2	96.3
African American	57	100	39.6	37.7	17	5.7	22.6	15.2	19.1	97.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.6	58.9	97	98
Hispanic	14	100	27.3	54.5	9.1	9.1	18.2	16.9	27.5	97.4	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	27	100	44	44	12	0	12	13.6	14.4	95.7	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	12	100	33.3	55.6	0	11.1	11.1	19.2	27.3	97.5	96.9
Socio-Economic Status											
Subsided meals	98	100	36	43	14	7	20.9	15.3	21	96.5	95.7

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	70	100	14.9	40.3	41.8	3	44.8
	4	57	100	19.6	39.2	41.2	0	41.2
	5	66	100	36.5	54	9.5	0	9.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	76	100	33.3	34.8	30.4	1.4	31.9
	4	74	100	15.9	40.6	42	1.4	43.5
	5	54	100	22.4	51	26.5	0	26.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	70	100	22.4	55.2	17.9	4.5	22.4
	4	57	100	11.8	45.1	25.5	17.6	43.1
	5	66	100	31.7	44.4	14.3	9.5	23.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	76	100	46.4	42	4.3	7.2	11.6
	4	74	100	23.2	33.3	27.5	15.9	43.5
	5	54	100	22.4	42.9	22.4	12.2	34.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	34	100	43.8	28.1	25	3.1	28.1
	4	56	100	27.5	29.4	29.4	13.7	43.1
	5	34	100	53.1	34.4	6.3	6.3	12.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	48.6	22.9	22.9	5.7	28.6
	4	74	100	20.3	40.6	24.6	14.5	39.1
	5	27	100	32	28	28	12	40
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	36	100	14.3	54.3	22.9	8.6	31.4
	4	56	100	23.5	52.9	17.6	5.9	23.5
	5	32	100	48.4	35.5	12.9	3.2	16.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	41.2	38.2	17.6	2.9	20.6
	4	74	100	17.4	43.5	21.7	17.4	39.1
	5	27	100	37.5	41.7	20.8	0	20.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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