



SC Annual School Report Card Summary

MATHEWS ELEMENTARY

Greenwood 50

Grades: K-5

Enrollment: 595

Principal: Doris L. Watson

Superintendent: Darrell Johnson

Board Chair: Debrah Miller

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Average	TBD	TBD	Not Met	NI
2010	Average	Average	N/A	N/A	Not Met	N/A
2009	Average	Average	Silver	N/A	Met	N/A

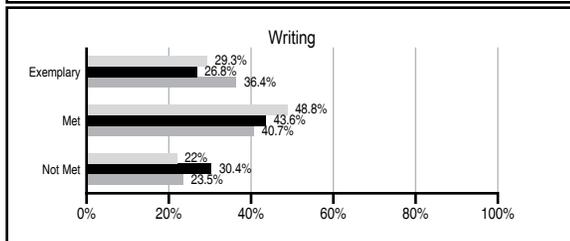
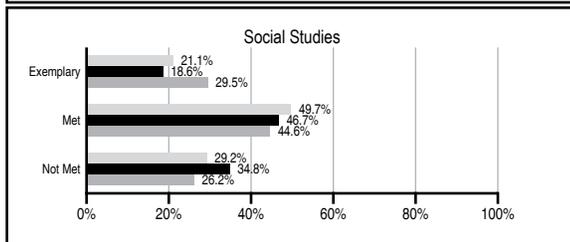
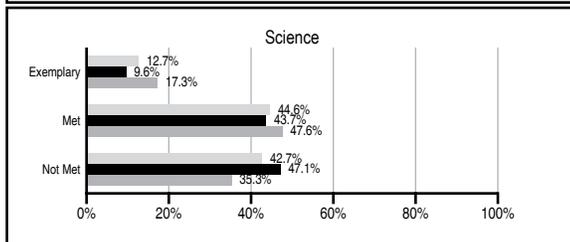
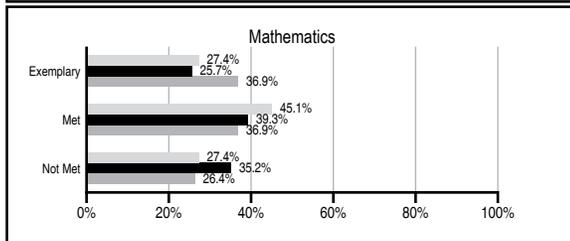
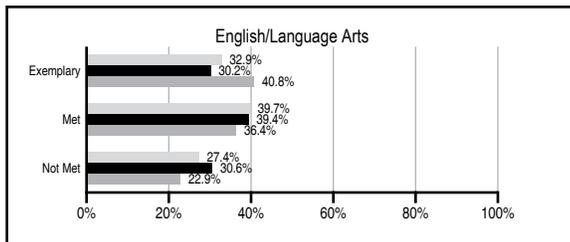
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
4	12	98	32	8

*Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

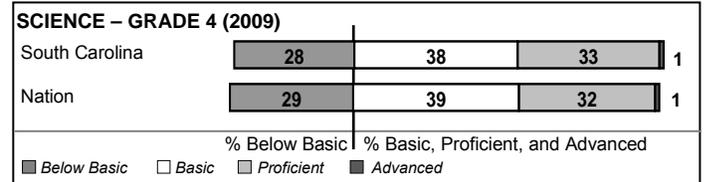
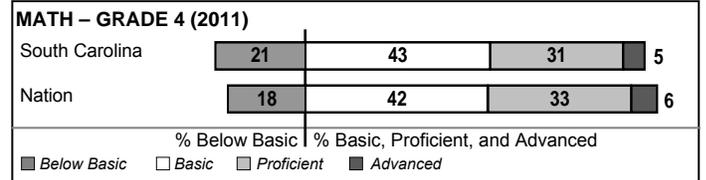
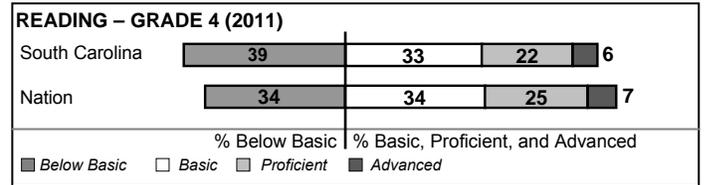
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

MATHEWS ELEMENTARY [Greenwood 50]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=595)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
% of AYP objectives met	94.1%	Down from 95.2%	81.7%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

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

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status