

# ▶ Matthews Elementary School



## A Message from the Principal

To our Matthews Elementary School families:

This is our annual School Progress Report for Matthews Elementary. It is part of our effort to keep families fully informed about our students' academic progress, our staff and our school environment.

Matthews Elementary was recognized by the state as a School of Distinction and had a composite proficiency rate on the state End-of-Grade math, reading and science tests of 88.6 percent. That is outstanding. Nearly 90 percent of our students demonstrated proficiency in these three important subjects. In addition, we made Adequate Yearly Progress, the standard set for schools by the No Child Left Behind Act, by meeting all 21 of our targets.

Although we are a School of Distinction, we are not satisfied with our students' academic progress. We will continue to use differentiated instruction, a flexible teaching approach that adapts the state curriculum to individual student learning needs. We are also using a variety of data to help identify what and how much a student is learning.

Our faculty is strong, competent and compassionate, with all of our teachers highly qualified and experienced. We have 18 National Board-certified teachers. As a team of dedicated and collaborative educators, we will continue to raise academic achievement levels.

I am one of 50 principals to have been given Freedom and Flexibility with Accountability. This means that I have been given some additional autonomy to keep Matthews, and our students, moving forward.

All of us will continue to work on raising student achievement. We will offer special End-of-Grade interventions beginning in

*(Principal's message continued on back)*

## KEY FACTS

Data effective as of spring 2009

### Principal

Dan Witt

email: [dan.witt@cms.k12.nc.us](mailto:dan.witt@cms.k12.nc.us)

### Grades

K - 5

### School Population

- 1,079 Students
- 62 Teachers
- 2 Assistant Principals
- 2 Student Services Specialists
- 38 Support Staff

### Student Demographics

- 11.5% African American
- 68.6% White
- 7.5% Hispanic
- 5.0% Asian
- 7.4% Other
- 21.9% of students qualify for free or reduced-price lunch

### Learning Community

East

Area Superintendent: Nancy Bartles  
9601 E. Independence Boulevard  
Matthews, NC 28105  
980-343-1461  
email: [nancy.bartles@cms.k12.nc.us](mailto:nancy.bartles@cms.k12.nc.us)

## Matthews Elementary School

200 McDowell Avenue  
Matthews, NC 28105  
980-343-3940

<http://pages.cms.k12.nc.us/matthews>



CMS 2010 Strategic Plan Goals	Key Performance Measures	CMS 2010 Goal	CMS Result 2008 - 2009	School Result 2008 - 2009
<p><b>High Academic Achievement</b></p> <p>Students in grades three through eight who do not pass the End-of-Grade tests may take the test again. Retests often raise a school's score at least slightly, because some students pass the test on the second try. Retest results were not included in school scores until 2008-2009. Comparing the 2007-2008 scores and the 2008-2009 scores is therefore not valid, because the scores were not calculated the same way.</p> <p>Disparity between socioeconomic groups is shown as a positive percentage when non-economically disadvantaged students outscore economically disadvantaged students; a negative percentage indicates the reverse.</p> <p><i>Data effective as of 7/14/09</i></p>	Students performing at or above grade level overall <sup>1</sup>	—	72%	<b>88.6%</b>
	Students performing at or above grade level in reading	95%	68%	<b>87.8%</b>
	Students performing at or above grade level in math	88%	80%	<b>93.9%</b>
	Students performing at or above grade level in science	80%	60%	<b>75.4%</b>
	Disparity between racial/ethnic groups in reading	10%	34%	<b>19.0%</b>
	Disparity between racial/ethnic groups in math	10%	26%	<b>17.5%</b>
	Disparity between racial/ethnic groups in science	10%	44%	<b>58.5%</b>
	Disparity between socioeconomic groups in reading	10%	28%	<b>21.1%</b>
	Disparity between socioeconomic groups in math	10%	18%	<b>11.8%</b>
	Disparity between socioeconomic groups in science	10%	32%	<b>36.7%</b>
<p><b>Effective Educators</b></p>	Teachers deemed highly qualified, having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	99%	100%	<b>100%</b>
	National Board-certified teachers	17%	13%	<b>27%</b>
	Teachers with graduate degrees	36%	35%	<b>40%</b>
	Teachers' average years of experience	11.2	10.3	<b>14.1</b>
<p><b>Adequate Resources &amp; Facilities</b></p>	Student/Computer Ratio	5:1	3:1	<b>4:1</b>
<p><b>Safe &amp; Orderly Schools</b></p>	Passed the CMS safe school audit	YES	YES	<b>YES</b>
	Parents who indicate this is a safe school <sup>2</sup>	70%	96%	<b>95.9%</b>
	Students who indicate this is a safe school <sup>2</sup>	80%	93%	<b>96.5%</b>
	Teachers who indicate this is a safe school <sup>1,2</sup>	—	89%	<b>99.5%</b>
	Number of incidents resulting in in-school suspensions <sup>1,3</sup>	—	—	<b>0</b>
	Number of incidents resulting in out-of-school suspensions <sup>1,3</sup>	—	—	<b>1.4</b>
<p><b>Freedom &amp; Flexibility with Accountability</b></p>	Principal has been granted additional freedom and flexibility <sup>1</sup>	—	—	<b>YES</b>
<p><b>World-Class Service</b></p>	Parents who indicate satisfaction with the responsiveness of staff at this school <sup>2</sup>	80%	88%	<b>88.5%</b>
<p><b>Strong Parent &amp; Community Connections</b></p>	Parents who indicate satisfaction overall with this school <sup>1,2</sup>	—	86%	<b>88.5%</b>
	Number of volunteer hours <sup>4</sup>	Increase by 25% district-wide	—	<b>610</b>
	Number of business and community partnerships	Increase by 25% district-wide	—	<b>5</b>

<sup>1</sup>Not a CMS 2010 goal

<sup>2</sup>Based on responses to 2008-09 survey; multiple survey items may have been used to create a composite

<sup>3</sup>Incidents per 100 students

<sup>4</sup>Per 100 students

# CMS Accountability Measures

The learning of students in public education is measured in multiple ways. There are assessments given at regular intervals by CMS—tests that we use to measure how students are learning as the school year progresses. Other tests are required by the state and given once or twice a year, such as End-of-Course and End-of-Grade tests. Some of the state test results are also used to calculate district progress on the federal standard of Adequate Yearly Progress for each student. This page provides brief explanations of some of the measures and tests used in CMS.

## ► Adequate Yearly Progress (AYP)

Our school **DID** make AYP  
(21 of 21 goals met)

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). AYP is an all-or-nothing standard: Every target must be met.

State test results are used to set AYP targets. There are separate targets for the school as a whole and for nine subgroups of students: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. Subgroups of students are measured separately so that an overall score for a class or a school does not mask poor results within a subgroup.

Some schools are more diverse than others, so the number of subgroups varies by school. Therefore, the number of AYP targets varies by school, too. Some schools may have only a few targets to meet; others may have the maximum, which is 41. School attendance and graduation rates are also measured for AYP.

For a more complete overview of AYP, visit [www.dpi.state.nc.us/nclb/abcayp/overview/ayp](http://www.dpi.state.nc.us/nclb/abcayp/overview/ayp)

For details of AYP results for our school and its student groups, visit <http://ayp.ncpublicschools.org>

## ► ABC Designation

Our school's designation: **School of Distinction**  
(DID meet high growth expectations)

**Proficiency: 88.6%**

The North Carolina ABCs program was introduced more than a decade ago to help schools improve. It uses two basic measures to assess a school's performance: the Average Growth of students (at right); and the Performance Composite, which measures how well students performed against a state-set standard of academic achievement.

Schools are given one of seven designations. In descending order, they are: Honor School of Excellence, School of Excellence, School of Distinction, School of Progress, No Recognition, Priority School, and Low Performing.

For more information about ABCs, visit <http://abcs.ncpublicschools.org/abcs>

## ► Average Growth

State Standard: 80%  
**Our School: 84.3%**

Did our students meet the state's expectation for academic growth? Each student is expected to perform as well (or better) on the End-of-Grade assessment as he or she did, on average, during the previous two years. Average Growth for a school is calculated by comparing actual performance to expected performance and then averaging the difference across all students and all subjects. The score above reflects the combined growth rate of all of our students. To make expected growth, a school must have a score of 80% or higher.

## ► Students Making or Exceeding a Year's Worth of Growth

State Standard: 60%  
**Our School: 67.1%**

Did our students learn as much as they were expected to learn this year? As described above, the state sets expectations for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed this growth expectation. To earn the high-growth designation, a school must meet the average-growth standard described above and also have more than 60% of its students make expected growth.

## ► Amount of Growth for Students in the Lowest Achieving Group

**Our School: 83.6%**

Are we helping our low achievers catch up? Historically, some poor and minority students have trailed their classmates in academic achievement. This is called the achievement gap, and closing it is one of the biggest challenges in public education. If the lower-achieving students at a school show academic growth at a faster rate than higher-achieving students, the achievement gap is narrowed. When the percentage for this measure is higher than the Average Growth for the school, the school is closing the achievement gap.

## ► Positive Responses to Multiple Student Survey Items

<b>Our School's Results:</b>	<b>Safety</b>	<b>97%</b>
	<b>Encouragement</b>	<b>100%</b>
	<b>Engagement</b>	<b>98%</b>

Do our students perceive this school as safe and welcoming? This measure is subjective—it is taken from a student survey.

# ▶ Matthews Elementary School

*(Principal's message continued)*

January, where our teachers provide after-school tutoring to help students master the material.

We are fortunate at Matthews to have a solid partnership with our parents. We strive to involve parents in all aspects of our program, including participation in our Matthews Parent Teacher Organization (MPTO) and strong leadership representation on our school leadership team. The MPTO, with the generous participation of our families, raised enough money to purchase SMART Boards (interactive white boards) for each third- and fifth-grade classroom. We now have SMART Boards in third-, fourth- and fifth-grade classrooms. We also have a SMART Board in the media center. Parents are their children's first teachers, and we capitalize on this by inviting parents to participate as teachers and tutors in addition to traditional roles, such as room parent. We will continue to seek ways to provide parents with opportunities to get involved both at the school and classroom levels.

At Matthews, we have very low staff turnover. We have had only four principals since 1960. Faculty and staff stay at Matthews because this is a successful elementary school that values its staff and students. Matthews has a supportive, orderly environment in which students and teachers treat each other with respect.

Matthews Elementary has served the town of Matthews and the surrounding area for more than 100 years. We are keeping first things first—and that means focusing on student learning, strong teaching and continued high academic achievement in a safe and orderly environment.

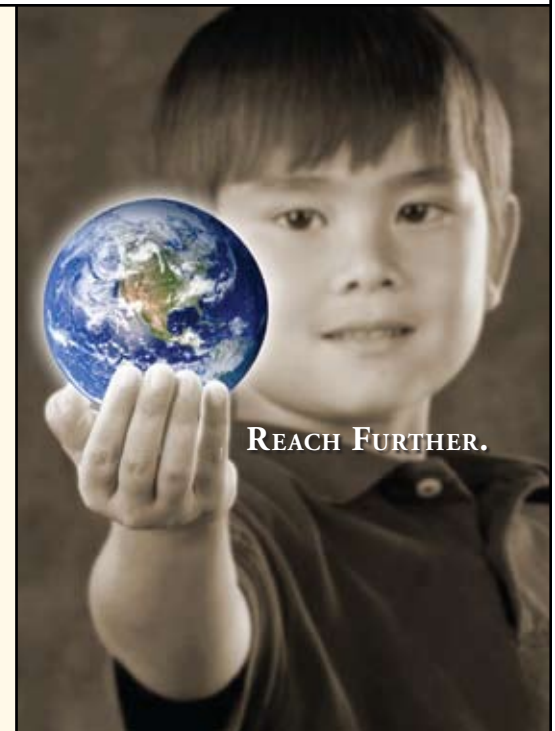
Sincerely,  
Dan Witt  
*Principal*

## What is the School Progress Report?

In 2006, we introduced the *Charlotte-Mecklenburg Schools Strategic Plan 2010* outlining our vision and strategy to educate our students to compete locally, nationally and internationally.

The plan outlines seven areas of concentration: high academic achievement; effective educators; adequate resources and facilities; safe and orderly schools; freedom and flexibility with accountability; world-class service, and strong parent and community connections. This report summarizes how our school performed in the 2008-09 school year in making progress on these seven goals. On page 3, you will also find an explanation of federal and state accountability measures.

Educators and parents have a common goal of preparing our children to compete in an ever-growing global community. Working together requires frequent dialogue between school and parents, so please feel free to contact the principal or any staff member at our school.



REACH FURTHER.

  
Charlotte-Mecklenburg Schools