



## Mathews Elementary School

725 Marshall Rd.  
Greenwood, SC 29646

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	651 Students	
<b>Principal</b>	Amy Hildenbrand	864-941-5680
<b>Superintendent</b>	Darrell Johnson	864-941-5400
<b>Board Chair</b>	Shell Dula	864-227-1994

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Good</b>
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below 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://www.eoc.sc.gov>

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

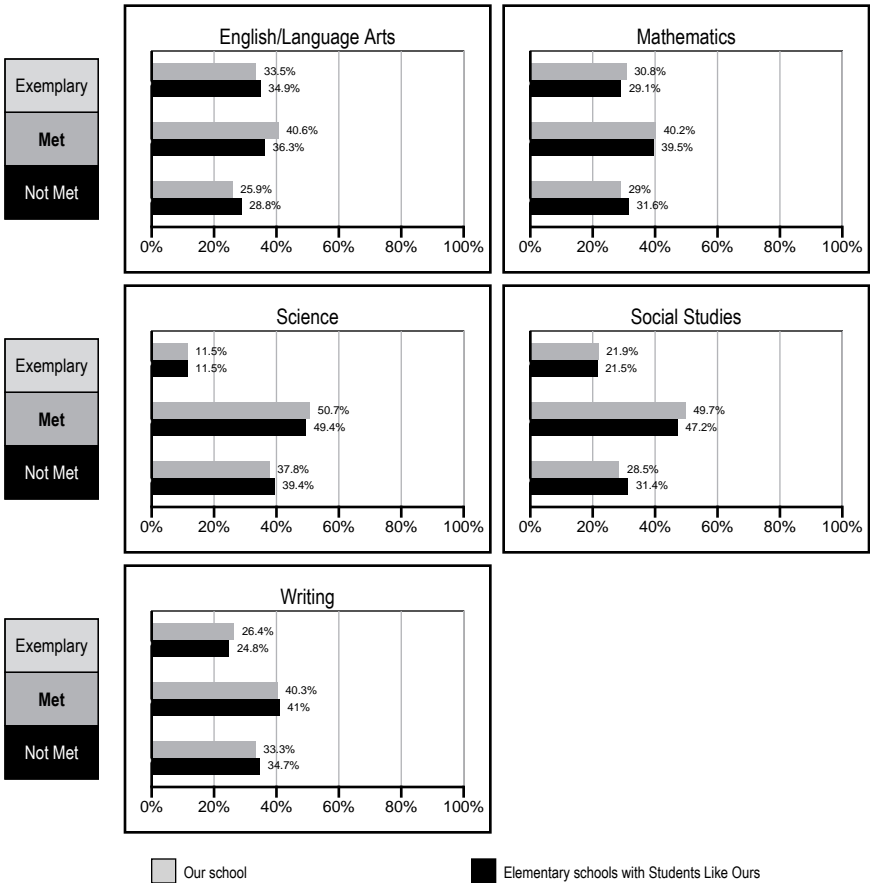
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 99.3%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
9	19	93	16	4

\* Ratings are calculated with data available by 11/07/2012.

**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
<b>Students (n=651)</b>				
First graders who attended full-day kindergarten	91.5%	Down from 100.0%	100.0%	100.0%
Retention rate	2.2%	Up from 1.7%	1.4%	1.0%
Attendance rate	96.2%	Up from 95.9%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	68.6%	Down from 70.3%	61.0%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	84.8%	Up from 83.4%	88.2%	88.7%
Teacher attendance rate	94.6%	Down from 96.1%	94.8%	95.1%
Average teacher salary*	\$43,959	Up 1.3%	\$46,246	\$47,210
Professional development days/teacher	11.4 days	Down from 14.6 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 18.2 to 1	19.3 to 1	20.0 to 1
Prime instructional time	90.0%	Down from 91.8%	89.8%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,892	Down 5.5%	\$7,390	\$7,247
Percent of expenditures for instruction**	70.7%	Up from 68.6%	67.4%	68.2%
Percent of expenditures for teacher salaries**	67.2%	Up from 65.3%	64.3%	65.7%

\* 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

Mathews Elementary School continues 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.

Our Montessori Program, one of many choice programs offered by Greenwood School District 50, is housed at Mathews. Currently, we have five classes and are serving students through fourth grade. The program offers 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 through the learning process.

We continue to be a P.B.I.S. (Positive Behavior Interventions and Supports) school. School-wide expectations are in place – be ready, be respectful, and be responsible. Faculty and staff are 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 help to foster a more positive school culture.

Professional Learning Communities continue to provide a pathway to authentic student engagement and a solid 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 differentiate instruction based on the needs of their students. Students receive additional assistance based on individual needs through interventions like Response to Intervention (RtI), GATAS, Brain Boosters, and computer assisted instruction.

A number of activities to extend student learning and to promote community involvement are available for our students and families to participate in throughout the year. For example, students were able to explore the night sky during our Earth Day celebration by visiting the Star Lab, a portable planetarium. In addition, community leaders came to read to students for our annual "Read Across America" celebration and encouraged students to become avid readers. Additionally, the school participated in a number of community initiatives and service learning projects like March of Dimes, Jump Rope for Heart, Relay for Life, and the United Way. We are committed to nurturing our students to become caring, productive citizens and life-long learners. Finally, we were excited to receive a grant from the State Department of Education to resume the 21st Century After School Program. Our local Y.M.C.A has teamed up with the school as a collaborative partner, providing critical support services. The program provides academic instruction and enrichment activities to help students meet and exceed state and local standards in core content areas such as reading, math, science, and social studies.

Sheree Hill, SIC Chairperson  
Doris L. Watson, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	71	43
Percent satisfied with learning environment	97.4%	84.3%	97.7%
Percent satisfied with social and physical environment	97.4%	81.2%	95.2%
Percent satisfied with school-home relations	94.7%	82.9%	95.2%

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

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## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>92.1</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Mathews Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	652.6	646.9	615.1	628.3	100.0	100.0
Male	653.1	652.0	618.6	631.0	100.0	100.0
Female	652.0	640.8	611.2	625.1	100.0	100.0
White	670.8	670.4	638.3	649.4	100.0	100.0
African American	643.1	634.7	605.8	616.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	647.1	639.7	598.3	614.5	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	601.8	593.9	560.5	587.5	100.0	100.0
Limited English Proficient	644.3	638.3	596.1	615.4	100.0	100.0
Subsidized meals	647.6	640.7	611.5	620.6	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2011</b>	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
<b>2012</b>	3	91	100	29.3	25.6	45.1	70.7
	4	85	100	23.4	53.2	23.4	76.6
	5	77	100	26.4	41.7	31.9	73.6
	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
<b>Mathematics</b>							
<b>2011</b>	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
<b>2012</b>	3	91	100	37.8	34.1	28	62.2
	4	85	100	23.4	45.5	31.2	76.6
	5	77	100	26.4	38.9	34.7	73.6
	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
<b>Science</b>							
<b>2011</b>	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
<b>2012</b>	3	47	100	61	24.4	14.6	39
	4	85	100	35.1	54.5	10.4	64.9
	5	38	100	17.1	65.7	17.1	82.9
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2011</b>	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
<b>2012</b>	3	44	100	43.9	39	17.1	56.1
	4	85	100	20.8	59.7	19.5	79.2
	5	39	97.4	27.8	38.9	33.3	72.2
	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
<b>Writing</b>							
<b>2011</b>	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
<b>2012</b>	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	77	98.7	33.3	40.3	26.4	66.7
	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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