



# SC Annual School Report Card Summary

Mathews Elementary School  
 Greenwood School District 50  
 Grades: PK-5 Enrollment: 651  
 Principal: Amy Hildenbrand  
 Superintendent: Darrell Johnson  
 Board Chair: Shell Dula

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://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		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Average	Good	TBD	TBD	A	N/A
2011	Average	Average	Silver	N/A	Not Met	NI
2010	Average	Average	N/A	N/A	Not Met	N/A

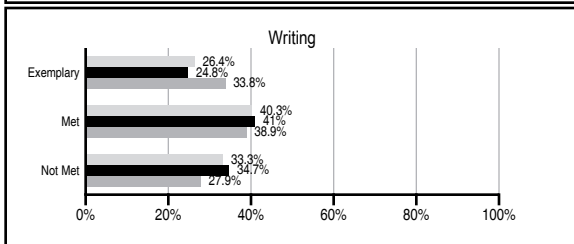
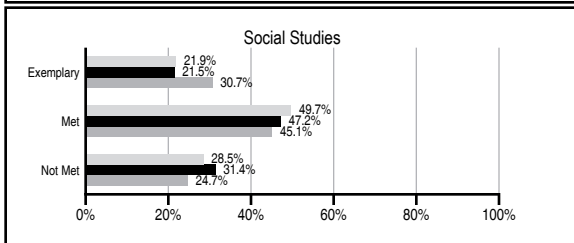
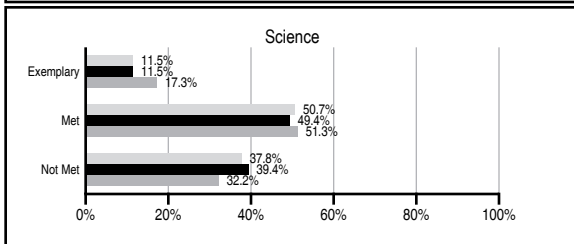
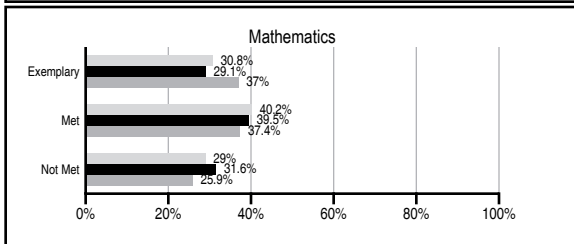
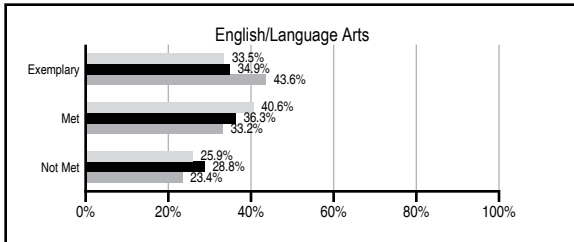
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
9	19	93	16	4

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

# Mathews Elementary School [Greenwood School District

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=651)</b>				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
ESEA composite index score	92.1	N/A	88.6	91.9

\* Length of contract = 185+ days.

\*\* Prior year audited financial data available.

## EVALUATION RESULTS

	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 at this school and their parents were included.

## 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 (Rtl), 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

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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