



Mathews Elementary School

725 Marshall Road
Greenwood, SC 29649

Grades	PK-5 Elementary School	
Enrollment	595 Students	
Principal	Amy Hildenbrand	864-941-5680
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Shell Dula	864-227-1994

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Good
2011	Average	Average
2010	Average	Average
2009	Average	Average

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

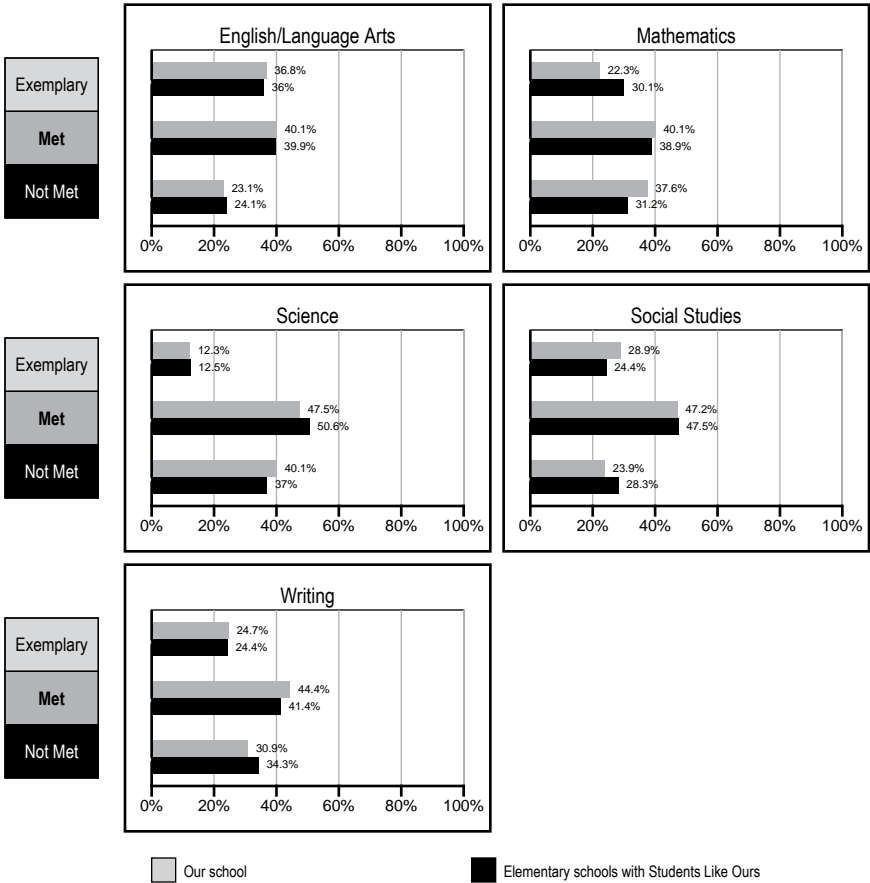
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	19	96	14	2

* Ratings are calculated with data available by 12/14/2013.

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
Students (n=595)				
First graders who attended full-day kindergarten	100.0%	Up from 91.5%	100.0%	100.0%
Retention rate	0.7%	Down from 2.2%	1.2%	0.9%
Attendance rate	95.8%	Down from 96.2%	96.0%	96.3%
Served by gifted and talented program	4.2%	N/A	4.9%	7.2%
With disabilities	11.4%	N/A	14.1%	12.4%
Older than usual for grade	2.6%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	71.8%	Up from 68.6%	60.9%	62.5%
Continuing contract teachers	92.3%	Down from 94.3%	82.9%	83.3%
Teachers returning from previous year	87.0%	Up from 84.8%	87.7%	88.3%
Teacher attendance rate	94.9%	Up from 94.6%	94.7%	95.0%
Average teacher salary*	\$45,516	Up 3.5%	\$47,320	\$48,193
Professional development days/teacher	11.4 days	No Change	11.0 days	11.0 days
School				
Principal's years at school	1.0	Down from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 20.2 to 1	19.7 to 1	20.1 to 1
Prime instructional time	90.3%	Up from 90.0%	89.5%	90.0%
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**	\$6,969	Up 1.1%	\$7,511	\$7,364
Percent of expenditures for instruction**	71.0%	Up from 70.7%	68.0%	68.0%
Percent of expenditures for teacher salaries**	69.0%	Up from 67.2%	65.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The children, parents, and staff at Mathews Elementary School work together because of a shared belief of "Teamwork makes dreams work." The combined effort of the students, teachers, parents, staff, and community partners are essential to fulfilling our collective vision of having all students being able to think, dream, believe and achieve to their fullest abilities. Our core instructional program is supported and enhanced by a variety of opportunities and initiatives that reflect our diverse school community.

Our Montessori Program, one of the many choice programs offered by Greenwood School District 50, is housed at Mathews. The Montessori Program is based on the philosophy that children have everything they need within themselves to learn and grow and is fueled by a hands-on, individual approach to learning. We currently have five classes serving students age three through fifth grade.

P.B.I.S. (Positive Behavior Interventions and Support) has continued at Mathews. We have school-wide expectations which emphasize that all students are ready, respectful, and responsible. Expectations are explicitly taught and uniformly reinforced through consistent consequences and positive reinforcements for all students.

We began the implementation of the Common Core Standards in reading and math for all students in grades kindergarten through fifth grade. We are continuing to strive to close the achievement gap while simultaneously raising the overall achievement for all students. We were very proud to receive the Palmetto Silver Award for two years running.

Professional Learning Communities continue to be cornerstone for the faculty and staff at Mathews. We come together weekly to discuss the needs of the students and to reflect on research-based initiatives and data. The continuous reflection of the data allows us to meet the individual needs of the students through research-supported strategies.

The Mathews' Step Team performed at the March of Dimes kick-off celebration during the walk-a-thon and at various community venues. The student body participated in several community service projects such as Red Ribbon Week, a school beautification project with Earth Day, March of Dimes, and the United Way. Our students are learning to give back to their community and to strive to make each day better for themselves and everyone around them. They are modeling our belief of "Teamwork makes dreams work."

Brian Perrin, SIC Chairperson
Amy Hildenbrand, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	72	53
Percent satisfied with learning environment	97.6%	86.1%	94.4%
Percent satisfied with social and physical environment	100%	90.3%	88.7%
Percent satisfied with school-home relations	92.9%	88.9%	98%

* 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 2013, 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.

Overall Weighted Points Total	66.0
Overall Grade Conversion	D

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%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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
Grades 3-5						
All Students	654.7	632.1	613.1	638.7	100.0	100.0
Male	652.3	633.5	612.2	645.2	100.0	100.0
Female	657.8	630.2	614.2	628.7	100.0	100.0
White	679.9	653.7	635.5	660.8	100.0	100.0
African American	646.1	621.3	600.0	628.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	636.5	630.8	613.1	642.6	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	649.1	627.1	607.3	634.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
English/Language Arts							
2012	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
2013	3	99	100	18.5	27.2	54.3	81.5
	4	86	100	26.8	40.2	32.9	73.2
	5	80	100	27	52.7	20.3	73
	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
Mathematics							
2012	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
2013	3	99	100	47.8	29.3	22.8	52.2
	4	86	100	35.4	41.5	23.2	64.6
	5	80	100	28.4	50	21.6	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
Science							
2012	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
2013	3	49	100	39.1	39.1	21.7	60.9
	4	86	100	36.6	51.2	12.2	63.4
	5	40	100	50	44.7	5.3	50
	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

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	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
2013	3	50	100	17.4	58.7	23.9	82.6
	4	86	100	19.5	46.3	34.1	80.5
	5	40	100	47.2	27.8	25	52.8
	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
Writing							
2012	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
2013	3	99	97	29.2	39.3	31.5	70.8
	4	86	94.2	27.8	50.6	21.5	72.2
	5	79	97.5	33.3	45.8	20.8	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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