

## MINNIE HUGHES ELEMENTARY

8548 Willtown Road  
Yonges Island, SC 29449

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	180 Students	
<b>Principal</b>	Abigail D. Woods	843-889-2976
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Below Average
2008	Good	At-Risk
2007	Average	At-Risk

## 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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

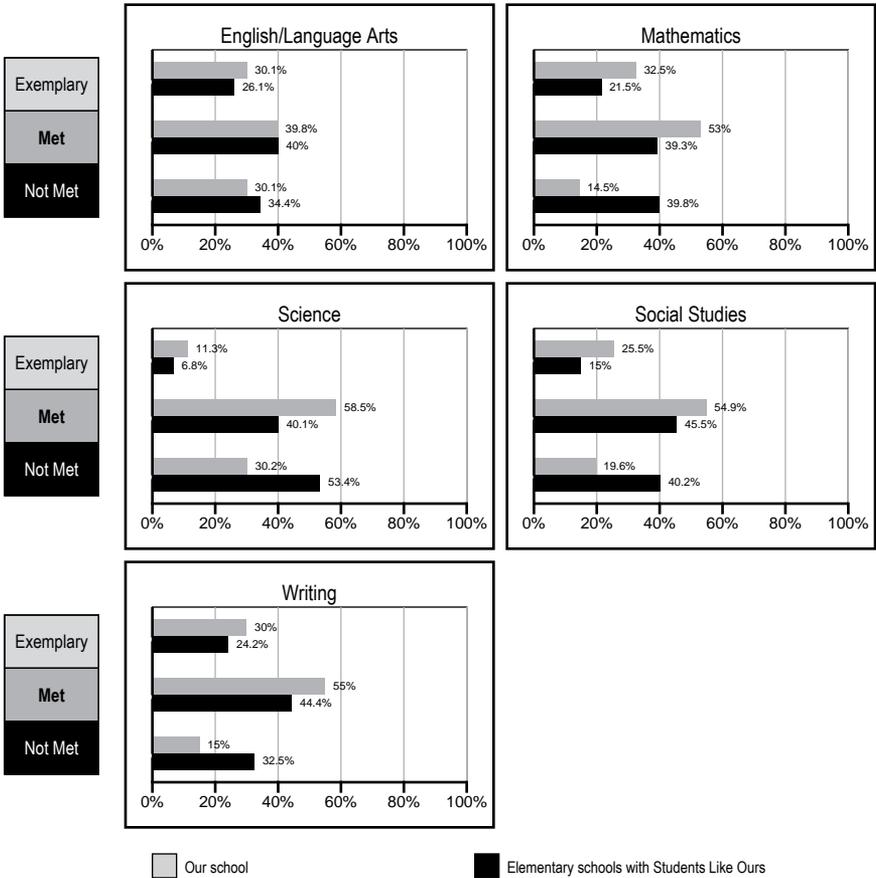
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	6	80	51	23

\* Ratings are calculated with data available by 11/09/2011.

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=180)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	No Change	1.5%	1.1%
Attendance rate	98.4%	Up from 96.8%	96.0%	96.2%
Served by gifted and talented program	6.8%	Up from 5.1%	5.3%	13.4%
With disabilities other than speech	2.2%	Down from 3.1%	4.3%	4.1%
Older than usual for grade	1.1%	Up from 0.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=13)</b>				
Teachers with advanced degrees	61.5%	Down from 63.6%	61.9%	62.5%
Continuing contract teachers	76.9%	Down from 81.8%	82.1%	88.2%
Teachers returning from previous year	85.6%	Down from 88.6%	84.6%	87.8%
Teacher attendance rate	96.8%	Down from 99.2%	95.2%	95.2%
Average teacher salary*	\$44,759	Down 4.7%	\$45,155	\$46,773
Professional development days/teacher	5.8 days	Down from 14.2 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 17.0	3.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 21.1 to 1	17.5 to 1	19.9 to 1
Prime instructional time	95.1%	Down from 95.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,572	Down 1.7%	\$8,514	\$7,447
Percent of expenditures for instruction**	54.8%	Down from 57.6%	67.6%	68.4%
Percent of expenditures for teacher salaries**	51.9%	Down from 54.7%	63.9%	65.8%

\* 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

Students continue to flourish at Minnie Hughes Elementary! With continued growth and new initiatives, our students have truly accomplished a great deal this year. It is an exciting time to be a Minnie Cat!

Our award winning CORE Team, recognized by the district, implemented progress monitoring, a weekly data collection, for each individual student, and conducted detailed data analysis weekly at meetings. The time spent looking at data assisted teachers in examining and adjusting their teaching instruction or strategies based on the outcomes; we are a data driven school here at Minnie Hughes. The CORE Team monitored student progress through a school created spreadsheet as well, documenting data, interventions and "next steps" in the CORE process. Our interventions that were executed included research based Stars and Cars, Wilson Foundations and Fountas & Pinnell. We were also fortunate to have a First Grade Academy teacher and Literacy Coach to support our focus on literacy for our students and to maximize instruction in the classroom.

In addition, our highly dedicated and talented staff participated in various professional development opportunities within the five focus areas outlined by CCSD. Our main focus this year, and will continue into next, was developing a successful Reading and Writing Workshop in each classroom, as well as incorporating meaningful daily vocabulary lessons. To enhance instruction in these areas, the teachers incorporated vocabulary instruction techniques from the book Bringing Words to Life, began utilizing the Lucy Calkins writing program, fully implemented Scholastic's Guided Reading Program, and used the Descartes program to help drive differentiated classroom instruction based on individual students' MAP scores. The teachers also attended SMART technology training, including using enhanced classroom sound systems and SMART Document Cameras to aid in the facilitation of learning through technology. Many teachers began using Positive Behavior Interventions and Supports (PBIS), as well. We anticipate full implementation of the PBIS program next year.

Due to numerous budget cuts, we had to be creative in enhancing students' educational opportunities. Through an assortment of grants like the district's Challenge Fund, Farm-to-School state grant and the Title I Summer Intervention Program, we were able to secure additional monies. These finds are going to be used to give the students of Minnie Hughes countless meaningful experiences that will broaden their educational backgrounds and promote higher level thinking.

Abigail D. Woods, Principal  
Doc Matthews, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	12	12
Percent satisfied with learning environment	90.0%	100.0%	75.0%
Percent satisfied with social and physical environment	90.0%	100.0%	91.7%
Percent satisfied with school-home relations	55.6%	91.7%	66.7%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.3%	0.0%	No
Student attendance rate	98.4%	94.0%**	Yes

\* Or greater than last year

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	88	98.9	29.3	40.2	30.5	90.2	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	43	100	26.8	48.8	24.4	95.1	79.9	78.7	N/A	N/A
Female	45	97.8	31.7	31.7	36.6	85.4	86.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	77	98.7	27.8	44.4	27.8	91.7	71.9	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	81	98.8	30.8	41	28.2	89.7	72.9	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	88	100	14.5	53	32.5	94	82.8	81.9	Yes	Yes
<b>Gender</b>										
Male	43	100	12.2	56.1	31.7	97.6	81.1	79.9	N/A	N/A
Female	45	100	16.7	50	33.3	90.5	84.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	77	100	12.3	54.8	32.9	95.9	70.9	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	81	100	15.2	54.4	30.4	93.7	72.7	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	55	100	30.2	58.5	11.3	69.8	69.2	68.6
<b>Gender</b>								
Male	31	100	23.3	63.3	13.3	76.7	68.4	68.3
Female	24	100	39.1	52.2	8.7	60.9	70	68.9
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	45	100	27.9	62.8	9.3	72.1	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
<b>Disability Status</b>								
Disabled	4	I/S	I/S	I/S	I/S	I/S	30.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	52	100	31.4	56.9	11.8	68.6	51.8	57.3
<b>Social Studies</b>								
All Students	55	100	19.6	54.9	25.5	80.4	75.5	72.5
<b>Gender</b>								
Male	21	100	20	50	30	80	74.4	72
Female	34	100	19.4	58.1	22.6	80.6	76.6	73.1
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	91	81
African American	51	100	18.8	54.2	27.1	81.3	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
<b>Disability Status</b>								
Disabled	1	I/S	I/S	I/S	I/S	I/S	36.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	51	100	20.4	57.1	22.4	79.6	61.8	62.9

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	23	100	15	55	30	85	75.8	73.2	98.4	96
<b>Gender</b>										
Male	15	100	8.3	58.3	33.3	91.7	70.7	67.2	98.5	95.9
Female	8	I/S	I/S	I/S	I/S	I/S	81.1	79.4	98.3	96.1
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	90.8	81.5	96.3	96.1
African American	21	100	5.6	61.1	33.3	94.4	61.3	61.3	98.4	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.4	66.7	99.7	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	95.9
<b>Disability Status</b>										
Disabled	3	I/S	I/S	I/S	I/S	I/S	23.9	26	95.8	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.9	65.7	99.7	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	19	100	15.8	57.9	26.3	84.2	62.2	63.2	98.4	95.5

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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>2010</b>	3	25	100	8.7	26.1	65.2	91.3
	4	28	100	30.8	38.5	30.8	69.2
	5	19	100	26.3	68.4	5.3	73.7
	6	23	100	38.1	47.6	14.3	61.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	26	96.2	8.3	33.3	58.3	91.7
	4	22	100	33.3	42.9	23.8	66.7
	5	23	100	35	50	15	65
	6	17	100	47.1	35.3	17.6	52.9
	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>2010</b>	3	25	100	13	17.4	69.6	87
	4	28	100	19.2	38.5	42.3	80.8
	5	19	100	15.8	57.9	26.3	84.2
	6	23	100	42.9	38.1	19	57.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	26	100	4	32	64	96
	4	22	100	9.5	71.4	19	90.5
	5	23	100	20	60	20	80
	6	17	100	29.4	52.9	17.6	70.6
	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>2010</b>	3	12	100	33.3	33.3	33.3	66.7
	4	28	100	30.8	65.4	3.8	69.2
	5	10	I/S	I/S	I/S	I/S	I/S
	6	12	100	N/A	N/A	N/A	36.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	13	100	30.8	46.2	23.1	69.2
	4	22	100	9.5	76.2	14.3	90.5
	5	12	100	N/AV	N/AV	N/AV	45.5
	6	8	I/S	I/S	I/S	I/S	I/S
	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>2010</b>	3	13	100	18.2	9.1	72.7	81.8
	4	28	100	23.1	65.4	11.5	76.9
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	13	100	N/AV	N/AV	N/AV	100
	4	22	100	14.3	76.2	9.5	85.7
	5	11	100	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	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>2010</b>	3	26	100	8.7	43.5	47.8	91.3
	4	27	100	38.5	38.5	23.1	61.5
	5	19	100	21.1	63.2	15.8	78.9
	6	24	100	27.3	50	22.7	72.7
	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>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	23	100	15	55	30	85
	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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