



Minnie Hughes Elementary

8548 Willtown Road
Hollywood, SC 29449

Grades	PK-6 Elementary School	
Enrollment	186 Students	
Principal	Abigail D. Woods	843-889-2976
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

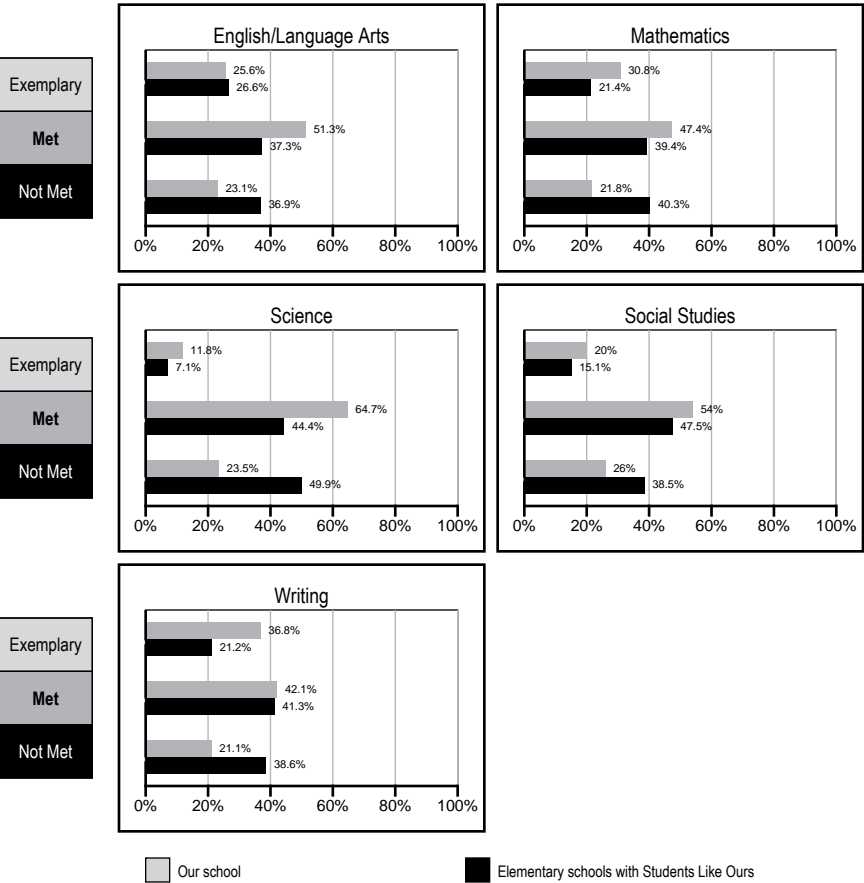
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	76	47	19

* 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
Students (n=186)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.2%	1.2%	1.0%
Attendance rate	96.9%	Down from 98.4%	96.4%	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%	Down from 0.6%	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	66.7%	Up from 61.5%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	90.9%	Up from 85.6%	85.3%	88.7%
Teacher attendance rate	98.1%	Up from 96.8%	95.5%	95.1%
Average teacher salary*	\$46,070	Up 2.9%	\$45,007	\$47,210
Professional development days/teacher	8.0 days	Up from 5.8 days	9.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 16.4 to 1	18.1 to 1	20.0 to 1
Prime instructional time	94.8%	Down from 95.1%	90.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,875	Up 3.2%	\$8,386	\$7,247
Percent of expenditures for instruction**	56.1%	Up from 54.8%	66.0%	68.2%
Percent of expenditures for teacher salaries**	53.1%	Up from 51.9%	62.9%	65.7%

* 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

Our road to "Excellence" continues here at Minnie Hughes with hard work and dedication from everyone: students, teachers, staff and the community! We make every effort to be a model school with paramount success!

In a data-driven instructional environment, the CORE Team and teachers continue to analyze student data in order to provide the most individualized instruction that will assist the students in making progress and acceleration. We utilize research-based programs like Stars and Cars, Wilson Foundations, leveled libraries by Fountas & Pinnell, Voyager and V-Math. 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. Minnie Hughes' staff sailed out into the Positive Behavior Interventions and Support (PBIS) world this year as well; our team did a great job implementing a 'first year' program and the benefits were obvious. Our staff read How Full is Your Basket?, which directly correlates with the positive atmosphere and engagement we are striving for in order to maximize student achievement; some of the staff even got their kids on board making their classes an overwhelming learning space full of positivity!! What a great way to encourage success and life skills!!

Our highly dedicated and talented staff is persistent in seeking out and developing a successful Reading and Writing Workshop in each classroom, as well as incorporating meaningful daily vocabulary lessons. In order to provide the most meaningful learning to our students, the teachers have been equipped with a myriad of tools such as Text Talk, Wordly Wise, ample classroom library sets, the Lucy Calkins writing kits and extensive training on the Common Core; a change we are facing this fall.

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 Literacy Enhancement Program, we are able to boost the educational opportunities of our students.

We close the year with a reflection of service, as we had three educators retiring with over 100 combined years of service! It is this type of dedication, love and stability that we work to maintain daily at Minnie Hughes in order to improve the lives of our students by providing them with an absolutely fulfilling and positive educational experience.

Abigail D. Woods, Principal

Doc Matthews, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	17	16
Percent satisfied with learning environment	73.3%	64.7%	93.3%
Percent satisfied with social and physical environment	93.8%	64.7%	80.0%
Percent satisfied with school-home relations	60.0%	64.7%	92.9%

* 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.

Overall Weighted Points Total	88.8
Overall Grade Conversion	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

Minnie Hughes Elementary 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	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	652.9	655.3	635.3	637.5	100.0	100.0
Male	651.0	658.3	637.0	641.8	100.0	100.0
Female	654.6	652.7	633.3	634.0	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	648.6	652.7	629.9	632.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	649.5	651.5	628.8	636.7	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Grades 6-8

All Students	616.4	625.9	592.2	607.4	100.0	100.0
Male	616.3	634.0	592.0	637.3	100.0	100.0
Female	616.5	611.0	593.0	577.5	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	619.8	630.2	596.3	607.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	614.8	624.4	589.5	607.4	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	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							
2011	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
2012	3	20	100	15.8	31.6	52.6	84.2
	4	23	100	13	60.9	26.1	87
	5	21	100	21.1	63.2	15.8	78.9
	6	20	100	47.1	47.1	5.9	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
Mathematics							
2011	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
2012	3	20	100	21.1	26.3	52.6	78.9
	4	23	100	8.7	52.2	39.1	91.3
	5	21	100	21.1	63.2	15.8	78.9
	6	20	100	41.2	47.1	11.8	58.8
	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							
2011	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
2012	3	10	I/S	I/S	I/S	I/S	I/S
	4	23	100	4.3	87	8.7	95.7
	5	11	100	I/S	I/S	I/S	I/S
	6	10	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
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Social Studies

2011	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
2012	3	10	I/S	I/S	I/S	I/S	I/S
	4	23	100	13	60.9	26.1	87
	5	10	I/S	I/S	I/S	I/S	I/S
	6	10	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

Writing

2011	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
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	19	100	21.1	42.1	36.8	78.9
	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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