



Minnie Hughes Elementary School

8548 Willtown Road
Hollywood, SC 29449

Grades	PK-6 Elementary School	
Enrollment	176 Students	
Principal	Abigail D. Woods	(843) 889-2976
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Cindy Bohn Coats	843-529-2457

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	At-Risk
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Below 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

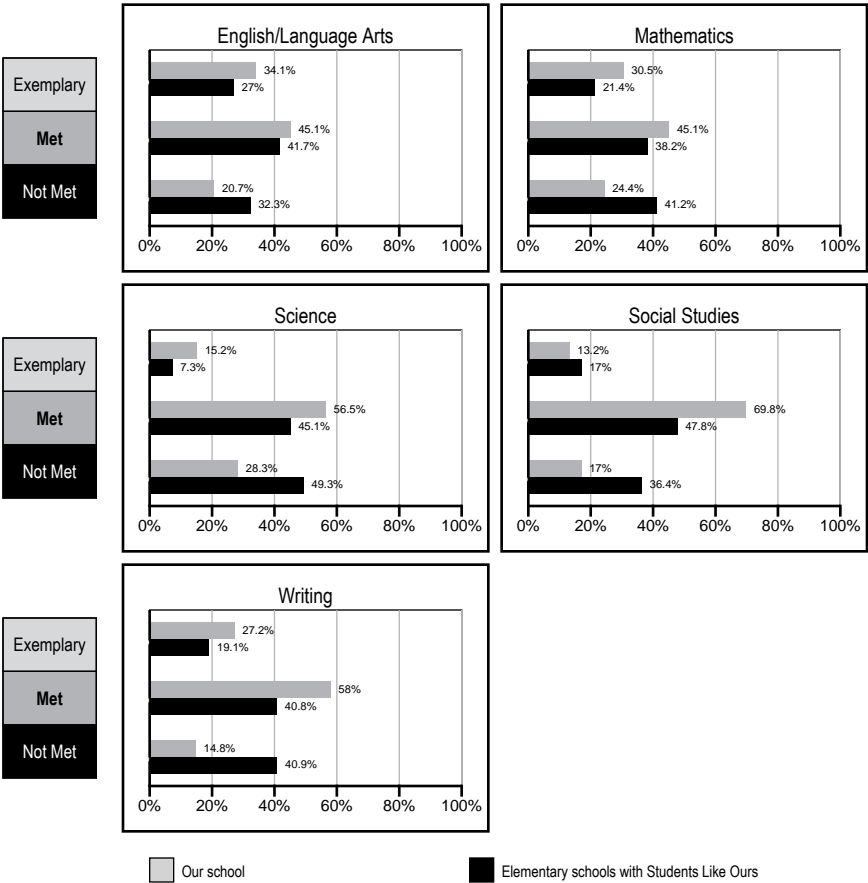
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	76	39	15

* 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=176)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 0.0%	1.1%	0.9%
Attendance rate	96.8%	Down from 96.9%	95.9%	96.3%
Served by gifted and talented program	2.6%	N/A	2.5%	7.2%
With disabilities	3.6%	N/A	13.4%	12.4%
Older than usual for grade	2.1%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	61.5%	Down from 66.7%	60.0%	62.5%
Continuing contract teachers	69.2%	Down from 91.7%	74.2%	83.3%
Teachers returning from previous year	84.8%	Down from 90.9%	84.5%	88.3%
Teacher attendance rate	92.9%	Down from 98.1%	94.9%	95.0%
Average teacher salary*	\$44,166	Down 4.1%	\$45,947	\$48,193
Professional development days/teacher	7.8 days	Down from 8.0 days	10.4 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 16.5 to 1	17.8 to 1	20.1 to 1
Prime instructional time	88.6%	Down from 94.8%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,034	Up 1.6%	\$8,648	\$7,364
Percent of expenditures for instruction**	55.0%	Down from 56.1%	67.0%	68.0%
Percent of expenditures for teacher salaries**	53.0%	Down from 53.1%	63.5%	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

As we climb the ladder to ‘Excellent,’ our learning community continues to work hard and contribute to our daily successes: students, teachers, staff and our partners! 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 greatly assists the students in making progress and accelerating their learning. We utilize research-based programs such as Stars and Cars, Wilson Foundations, leveled libraries by Fountas & Pinnell, Voyager and new this upcoming fall, Cams and Stams. We were very fortunate to have a Master Reading teacher, Literacy Coach and several interventionists, including the Associate Math Teacher, to support our focus on literacy and math for our students and to maximize instruction in the classroom. This year we are proud to say that we provided our students with the most outside classroom services ever at Minnie Hughes, more offered than ever before.

As we carry on into our second year with PBIS (Positive Behavior Interventions and Support), our students and staff cultivate a positive environment for learning, growing and thinking. Our students are ‘bucket fillers,’ embracing the philosophy of positive words to encourage, appreciate and build each other up. We are pleased with the success of our positive climate and its benefits in the classroom.

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 State Standards. The professional development facilitated in the Common Core Standards is vital to its implementation and the successful growth of our students; our learning community has welcomed this challenge and has jumped into action.

We are proud of the changes and challenges that we faced this year; our team strives to be the best in seeking out new ideas, implementing strategies new to our school and serving our students in the most effective, unique way possible to maximize achievement. Students come first at Minnie Hughes Elementary!

Abigail D. Woods, Principal

Ruth Middleton, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	24	19
Percent satisfied with learning environment	N/A	62.5%	84.2%
Percent satisfied with social and physical environment	N/A	58.3%	94.7%
Percent satisfied with school-home relations	N/A	83.3%	94.8%

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

Abbreviations for Missing Data

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	95.5
Overall Grade Conversion	A

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 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	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	657.3	653.0	632.2	636.9	100.0	100.0
Male	655.3	653.6	643.2	636.7	100.0	100.0
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	650.7	648.2	622.2	633.4	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	656.7	652.8	631.7	635.7	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	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
2013	3	24	100	17.4	26.1	56.5	82.6
	4	21	100	17.6	41.2	41.2	82.4
	5	23	100	9.5	71.4	19	90.5
	6	25	100	38.1	42.9	19	61.9
	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							
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
2013	3	24	100	21.7	34.8	43.5	78.3
	4	21	100	17.6	23.5	58.8	82.4
	5	23	100	19	66.7	14.3	81
	6	25	100	38.1	52.4	9.5	61.9
	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
Science							
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
2013	3	12	100	54.5	27.3	18.2	45.5
	4	21	100	29.4	52.9	17.6	70.6
	5	11	100	I/S	I/S	I/S	I/S
	6	12	100	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
Social Studies							
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
2013	3	12	100	8.3	66.7	25	91.7
	4	20	100	11.8	70.6	17.6	88.2
	5	12	100	N/AV	N/AV	N/AV	81.8
	6	13	100	30.8	61.5	7.7	69.2
	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	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
2013	3	23	100	13	52.2	34.8	87
	4	21	100	18.8	37.5	43.8	81.3
	5	23	100	9.5	76.2	14.3	90.5
	6	25	100	19	61.9	19	81
	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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