



Hughes Academy

122 DeOyley Avenue
Greenville, SC 29605

Grades	6-8 Middle School	
Enrollment	839 Students	
Principal	Dr. Patrick J. Mark	864-355-6200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

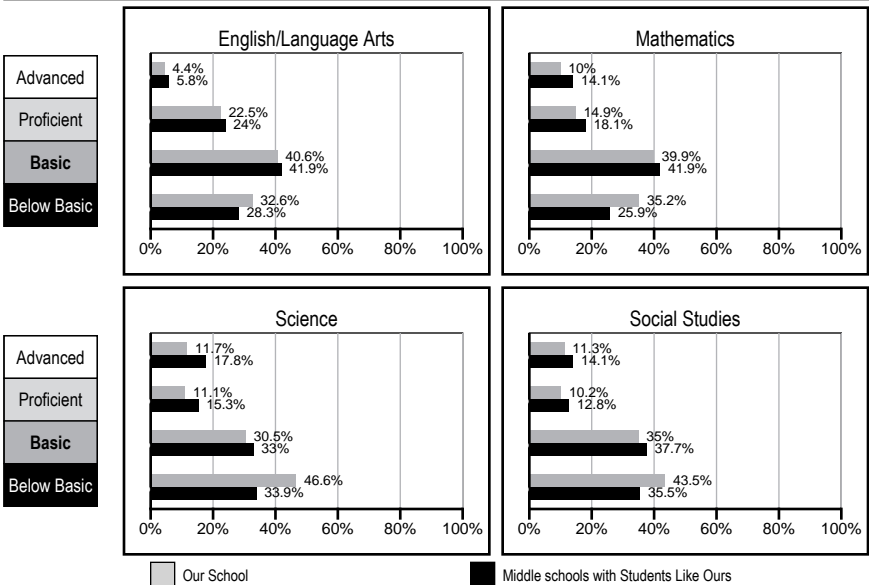
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	26	3

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	94.5	98.0
English 1	100.0	97.4
Physical Science	0	48.7
All Subjects	96.2	97.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=839)				
Students enrolled in high school credit courses (grades 7 & 8)	22.3%	Down from 38.0%	23.3%	19.4%
Retention rate	2.3%	Down from 3.0%	1.5%	1.8%
Attendance rate	96.5%	Down from 96.8%	95.9%	95.8%
Eligible for gifted and talented	21.2%	Down from 22.7%	17.8%	15.3%
With disabilities other than speech	13.9%	Up from 12.6%	14.2%	12.9%
Older than usual for grade	1.8%	Up from 1.6%	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Up from 1.7%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	54.5%	Down from 55.6%	53.7%	55.0%
Continuing contract teachers	72.7%	Down from 78.2%	74.1%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.3%	5.3%	5.4%
Teachers returning from previous year	84.4%	Up from 83.5%	84.7%	83.4%
Teacher attendance rate	96.0%	Up from 95.3%	94.8%	94.9%
Average teacher salary	\$43,029	Down 0.2%	\$44,624	\$44,706
Professional development days/teacher	8.7 days	Up from 8.0 days	11.6 days	11.8 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	3.0
Student-teacher ratio in core subjects	22.7 to 1	Down from 23.0 to 1	20.7 to 1	20.1 to 1
Prime instructional time	91.5%	Up from 91.0%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 87.2%	98.0%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$5,719	Down 2.6%	\$6,976	\$7,097
Percent of expenditures for instruction*	67.5%	Down from 68.9%	62.2%	64.4%
Percent of expenditures for teacher salaries*	59.4%	Up from 58.7%	59.0%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

We have had an excellent year here at Hughes Academy. Helping our students achieve, both in and out of the classroom, remains an important goal for all of us. To meet this goal, we have started several new programs. Each of our nine science classrooms was completely renovated over the summer to incorporate our new Synergistic science labs. We were asked by the district to pilot the Academy of Math and Reading programs to assist students in strengthening their skills in these content areas. We added District Instructional Facilitators in both English/Language Arts and Math to aid teachers and students with lesson planning and instruction. We also added a science instructional coach to support the implementation of the new science labs. Our entire instructional leadership team has been working with our teachers to analyze test data and scores from these new programs to track student academic growth and prepare for PACT in May. We have continued our PACT after school program for students who need extra assistance in reaching proficiency.

For the 2008-2009 school year, we have formed a partnership with Clemson University and the Inquiry in Motion program that will give our teachers the opportunity to participate and engage in professional development provided by Clemson University and I-CAR. We have also formed a partnership with Roper Mountain Science Center to provide our students with multiple opportunities to engage in learning and research with their staff. With the support of our students, parents, and staff, we look forward to continuing the many successes we have achieved this year, which include the following: School Initiatives; Communications; Updated school main web page to include daily announcements, calendar of events, links to the magnet program information, student pictures, and award winners; Teacher web pages; School Messenger system; Monthly PTA newsletter; and Production of a School Spotlight video in collaboration with the district.

The Hughes Academy 2007-2008 School Improvement Council Members were Martha Bowen, Julie Myers, Elizabeth Cumming, Karen Perkins, Sean Dogan, Tonya Peterson, Shannon Faulkner, Tammy Phillips, Carole Flashpoehler, Deborah Primus-Brown, Robbie Higdon, Holly Ridgell, Kevin Keller, Margaret Ritchie, Maggie Maloney, Dr. Patrick Mark, Sonya Sullivan, Beth McNamara, and Tonya Woods.

Dr. Patrick J. Mark, Principal
Mrs. Lashaun Scott, SIC chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	189	50
Percent satisfied with learning environment	78.6%	61.7%	83.3%
Percent satisfied with social and physical environment	84.2%	65.9%	64.6%
Percent satisfied with school-home relations	66.7%	72.8%	70.2%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 29 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. Sanction: Implement the restructuring plan.
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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	839	99.9	34.3	41.3	20.9	3.5	34.3	52.4	48.2	No	Yes
Gender											
Male	457	100	39.5	39	18.1	3.3	31.2	46.1	41.7	N/A	N/A
Female	382	99.7	28.1	44	24.1	3.7	38.1	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	263	99.6	15.7	41.3	35.5	7.4	58.3	62.3	60	Yes	Yes
African American	489	100	44.2	43.3	11.8	0.7	20.7	31.7	31.7	No	Yes
Asian/Pacific Islander	16	100	6.7	13.3	60	20	86.7	74.9	70.4	I/S	I/S
Hispanic	67	100	44.3	31.1	19.7	4.9	27.9	36.7	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	116	100	86.3	13.7	0	0	2.1	20.3	16	No	Yes
Migrant Status											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	59	100	42.6	35.2	16.7	5.6	24.1	36.1	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	479	99.8	47.6	40.3	12.1	0	20.7	34.3	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	839	99.9	36.7	40.8	14	8.5	31	49.5	45.8	No	Yes
Gender											
Male	457	100	36.9	36.7	15	11.4	34.5	49.9	45.6	N/A	N/A
Female	382	99.7	36.4	45.7	12.8	5.1	26.7	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	263	99.6	17.4	40.5	26.4	15.7	52.9	59.4	59	Yes	Yes
African American	489	100	49.6	39.6	7.8	3.1	18.2	27.2	26.9	No	Yes
Asian/Pacific Islander	16	100	6.7	13.3	20	60	86.7	75.3	71.3	I/S	I/S
Hispanic	67	100	26.2	55.7	9.8	8.2	24.6	37.4	38.1	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	116	100	84.2	12.6	3.2	0	3.2	20.1	17.1	No	Yes
Migrant Status											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	59	100	27.8	55.6	9.3	7.4	24.1	38.4	38.7	No	Yes
Socio-Economic Status											
Subsided meals	479	99.8	48.7	38.7	9.6	3	18.6	32.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	562	99.5	46.4	30.6	11.2	11.8	23	39.3	35.7	96.5	96.5
Gender											
Male	302	99.7	42.8	28.1	13.3	15.8	29.1	41.6	37.4	96.5	96.4
Female	260	99.2	50.6	33.5	8.8	7.1	15.9	36.9	33.8	96.4	96.6
Racial/Ethnic Group											
White	176	98.9	21.7	32.9	23.6	21.7	45.3	49.7	49.2	96.5	96.4
African American	320	99.7	59.3	30.8	5.1	4.7	9.8	18.2	17	96.3	96.4
Asian/Pacific Islander	15	100	14.3	28.6	0	57.1	57.1	60.9	58	96.9	97.7
Hispanic	48	100	61.4	20.5	9.1	9.1	18.2	23.7	24.9	97.2	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	N/A	95.3
Disability Status											
Disabled	77	100	82.1	13.4	4.5	0	4.5	16.3	14	94.1	95.5
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	97.1	96.4
English Proficiency											
Limited English Proficient	43	100	60	25	5	10	15	22.6	24.4	97.7	97.2
Socio-Economic Status											
Subsided meals	334	99.1	60.7	28.5	5.4	5.4	10.7	21.3	21.1	95.7	95.8
Social Studies											
All Students	560	99.6	43.4	35.1	10.2	11.4	21.6	38.1	34	96.5	96.5
Gender											
Male	313	100	38.3	33.4	11.7	16.6	28.3	41	36.6	96.5	96.4
Female	247	99.2	49.8	37.1	8.3	4.8	13.1	35	31.3	96.4	96.6
Racial/Ethnic Group											
White	169	99.4	17.7	41.1	17.1	24.1	41.1	46.1	44.5	96.5	96.4
African American	337	99.7	55.6	34.1	6.8	3.5	10.3	20.5	19.1	96.3	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	96.9	97.7
Hispanic	41	100	55.3	21.1	13.2	10.5	23.7	27.7	27.5	97.2	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	N/A	95.3
Disability Status											
Disabled	81	98.8	76.9	20	0	3.1	3.1	17.1	14.4	94.1	95.5
Migrant Status											
Migrant	4	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	97.1	96.4
English Proficiency											
Limited English Proficient	38	100	54.3	28.6	5.7	11.4	17.1	27.6	27.3	97.7	97.2
Socio-Economic Status											
Subsided meals	314	99.4	57.2	32.3	6.7	3.9	10.5	22.8	21	95.7	95.8

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	313	99	35.5	36.9	22.8	4.8	27.6
	7	270	97	36.4	35.5	24.8	3.3	28.1
	8	302	100	33.8	38.8	23.7	3.6	27.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	283	100	31.8	42	22	4.2	26.1
	7	283	99.7	33.8	40.2	23.3	2.6	25.9
	8	273	100	37.6	41.7	16.9	3.7	20.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	313	98.4	31.1	37.4	16.6	14.9	31.5
	7	270	98.9	31.2	43.3	12.6	13	25.5
	8	302	100	34.5	46	11.9	7.6	19.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	283	100	39.8	36	16.3	8	24.2
	7	283	99.7	33.8	36.8	15.4	13.9	29.3
	8	273	100	36.4	50.4	9.9	3.3	13.2
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	156	97.4	45.5	24.5	17.5	12.6	30.1
	7	270	97.4	37.9	33.3	14.4	14.4	28.8
	8	151	98.7	38.8	38.1	14.4	8.6	23
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	141	98.6	60.9	18	9.4	11.7	21.1
	7	283	99.7	40.6	33.1	9.8	16.5	26.3
	8	138	100	43.9	38.2	16.3	1.6	17.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	156	97.4	35.9	42.3	12	9.9	21.8
	7	270	97	30.6	38	13.2	18.2	31.4
	8	151	99.3	29.7	54.3	8	8	15.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	142	100	35.1	45.5	12.7	6.7	19.4
	7	283	99.3	50	24.1	9.4	16.5	25.9
	8	135	100	37.8	47.9	9.2	5	14.3

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