



HUGHES MIDDLE

122 DeOyley Avenue
Greenville, SC 29605

Grades	6-8 Middle School	
Enrollment	877 Students	
Principal	Dr. Patrick J. Mark	864-355-6200
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below 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 GOAL

By 2010, SC'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.

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.

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

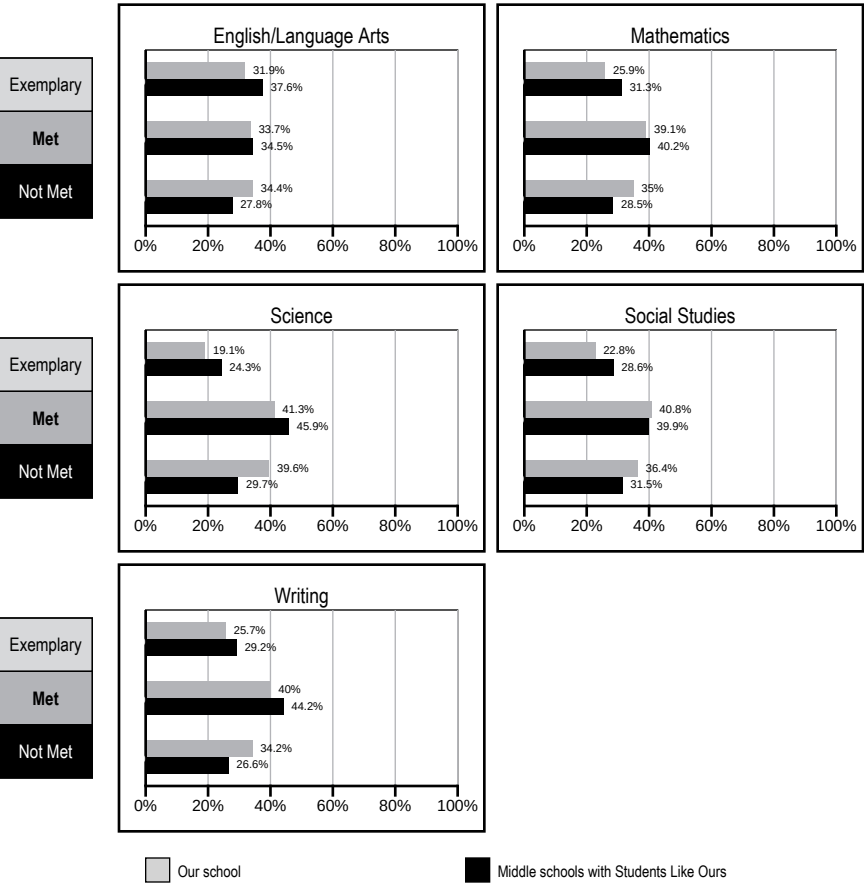
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	38	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* 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

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

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	100.0%	96.6%
English 1	100.0%	97.0%
Physical Science	N/A	44.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=877)				
Students enrolled in high school credit courses (grades 7 & 8)	42.9%	Up from 26.8%	29.6%	24.2%
Retention rate	0.4%	Down from 1.1%	0.9%	0.7%
Attendance rate	96.3%	Down from 96.5%	95.8%	95.9%
Eligible for gifted and talented	21.0%	Up from 20.5%	18.8%	16.4%
With disabilities other than speech	12.1%	Down from 12.3%	12.1%	12.0%
Older than usual for grade	1.5%	Up from 1.3%	2.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.7%	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	61.8%	Up from 60.0%	61.1%	58.5%
Continuing contract teachers	87.3%	Up from 80.0%	84.8%	80.0%
Teachers with emergency or provisional certificates	2.1%	No Change	2.8%	4.0%
Teachers returning from previous year	85.6%	Up from 81.9%	85.7%	84.6%
Teacher attendance rate	97.1%	Up from 94.5%	95.5%	95.4%
Average teacher salary*	\$46,457	Up 0.8%	\$47,345	\$46,561
Professional development days/teacher	6.7 days	Down from 10.4 days	10.0 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	12.2 to 1	Down from 22.4 to 1	22.0 to 1	21.1 to 1
Prime instructional time	93.8%	Up from 90.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	98.6%	98.1%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$6,857	Down 9.8%	\$7,369	\$7,802
Percent of expenditures for instruction**	61.6%	Down from 66.9%	64.1%	63.8%
Percent of expenditures for teacher salaries**	58.8%	Up from 50.6%	61.3%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Hughes Academy of Science and Technology is to create independent thinkers for the future in an ever changing society. Our developmentally appropriate, school-wide curriculum is fully aligned to state and national standards. Faculty and support staff members are dedicated to concentrating on best practices and strategies that improve the educational profile and academic standing of our school.

Education/ business partnerships are designed to prepare our students to compete in a global economy. We also provided a supportive school environment that prompted student learning. Faculty and staff improved communication between homes,the school and the community.

Students continue to be challenged academically. This year Hughes Academy provided a Spanish immersion class and synergistic science labs on all grade levels. This insured that Hughes Academy is on the cutting edge of innovative science curriculum. Hughes Academy will continue to use MAP testing to assist teachers designing lesson plans, which raised academic success of the students. In addition, students were given the opportunities to participate in other extra-curricular activities which develop the total student.

The Parent Teachers Student Association (PTSA) at Hughes Academy continues to initiate and support numerous opportunities for student and parent involvement on our campus. The School Improvement Council (SIC) is a valuable resource in evaluating growth areas viable to the health of our school. Business partners continue to assist the school financially, as well as provide tutors, speakers and other resources.

The educational climate at Hughes Academy continues to improve. The teachers continue in their efforts to become more effective classroom instructors by seeking advanced degrees with the goal of all teachers achieving highly qualified status. With the support of business partners, parents, teachers, and the community as a whole, our goal of making Hughes Academy the outstanding science and technology school in the south east can be achieved. We look forward to a successful 2010-2011 school year. Our efforts will be concentrated on a new initiative, Making Middle Grades Work. Additionally, emphasis will be placed on best practices.

Dr. Patrick J. Mark, Principal

Mrs. Robin McKenna, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	30	170	114
Percent satisfied with learning environment	96.6%	74.6%	82.3%
Percent satisfied with social and physical environment	96.7%	75.9%	69.9%
Percent satisfied with school-home relations	93.3%	88.1%	68.1%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 28 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. 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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.3%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	849	99.9	36.3	33.8	29.8	75	84.7	83.5	Yes	Yes
Gender										
Male	485	100	36.5	34.3	29.3	74.5	81.3	80.1	N/A	N/A
Female	364	99.7	36.2	33.2	30.6	75.8	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	305	100	19.2	32.3	48.5	86.9	90	89.6	Yes	Yes
African American	440	100	50.4	34.2	15.5	65.6	73.4	74.6	Yes	Yes
Asian/Pacific Islander	14	100	7.1	14.3	78.6	100	94.3	92.7	I/S	I/S
Hispanic	87	98.9	35	38.8	26.3	73.8	78.4	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	99	100	79.3	17.1	3.7	28	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	61	98.4	35.1	35.1	29.7	74.3	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	490	99.8	49.4	34.6	16	65.4	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	849	99.8	37.6	39.5	22.9	74.6	82	80.4	Yes	Yes
Gender										
Male	485	99.8	37	37.6	25.4	73.1	80.5	78.4	N/A	N/A
Female	364	99.7	38.5	42	19.5	76.7	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	305	100	21.2	42.1	36.7	86.5	87.7	87.8	Yes	Yes
African American	440	99.8	51.2	38.2	10.6	64	68.4	69.3	Yes	Yes
Asian/Pacific Islander	14	100	14.3	7.1	78.6	100	94.9	93.5	I/S	I/S
Hispanic	87	98.9	32.5	43.8	23.8	80	78.3	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	99	100	92.7	6.1	1.2	18.3	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	61	98.4	33.8	39.2	27	81.1	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	490	99.6	50.4	37.1	12.4	65.3	72.9	72.8	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
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Science

All Students	562	99.3	39.5	41.4	19.2	60.5	70.6	67.3
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Gender								
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Male	325	98.8	37.5	40.5	21.9	62.5	70.1	66.9
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Female	237	100	42.1	42.5	15.4	57.9	71.1	67.7
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Racial/Ethnic Group								
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White	198	99.5	22.1	46.8	31.1	77.9	80.2	79.6
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African American	296	99.3	52.6	37.7	9.7	47.4	50.4	49.7
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	86.4	84.4
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Hispanic	57	98.3	43.4	39.6	17	56.6	60.1	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
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Disability Status								
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Disabled	70	98.6	83.6	14.5	1.8	16.4	33.9	33.8
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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English Proficiency								
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Limited English Proficient	39	100	40.4	34	25.5	59.6	60.6	58.6
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Socio-Economic Status								
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Subsidized meals	325	99.1	52.7	37.8	9.5	47.3	57.1	55.4
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Social Studies

All Students	552	99.6	36.2	41	22.9	63.8	73.2	70.9
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Gender								
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Male	321	99.7	34	38.3	27.7	66	72.8	70.1
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Female	231	99.6	39.1	44.5	16.4	60.9	73.7	71.7
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Racial/Ethnic Group								
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White	200	100	21.7	42.4	35.9	78.3	79.8	79.2
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African American	285	99.3	49.2	38	12.8	50.8	57.9	58.4
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Asian/Pacific Islander	11	100	9.1	36.4	54.5	90.9	86.9	86.8
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Hispanic	54	100	33.3	49	17.6	66.7	67.8	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
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Disability Status								
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Disabled	61	100	N/A	N/A	N/A	18.4	40	39.3
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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English Proficiency								
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Limited English Proficient	42	100	33.3	43.1	23.5	66.7	69	68
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Socio-Economic Status								
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Subsidized meals	313	99.4	48.3	39.9	11.9	51.7	61.6	60.8
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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	850	99.3	34	40.2	25.8	66	74	72.1	96.3	96.2
Gender										
Male	487	98.8	38.3	38	23.7	61.7	67.2	65.2	96.2	96.2
Female	363	100	28.3	43.1	28.6	71.7	81.1	79.2	96.5	96.3
Racial/Ethnic Group										
White	308	99.4	19	36	45	81	81.6	80.8	96.4	96.1
African American	441	99.1	45.9	42.8	11.3	54.1	58.6	59.7	96.2	96.2
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	88.8	87	97.2	97.5
Hispanic	84	100	34.1	46.3	19.5	65.9	63.1	64.6	97	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	N/A	94.8
Disability Status										
Disabled	99	97	81.9	16.9	1.2	18.1	29.5	27.7	94.1	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	60	100	33.8	40.5	25.7	66.2	62.9	63.7	97.3	97
Socio-Economic Status										
Subsidized meals	486	99.2	45.4	41.2	13.5	54.6	61.1	61.9	95.6	95.6

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	291	99	34.7	38	27.4	65.3
	7	264	100	35.1	40.6	24.3	64.9
	8	265	98.9	41.1	33.3	25.6	58.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	333	99.7	30.3	38.8	30.9	69.7
	7	266	100	37	29.2	33.7	63
	8	250	100	43.6	32	24.5	56.4

Mathematics

2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	291	99	43.8	35.8	20.4	56.2
	7	264	100	31.1	49.8	19.1	68.9
	8	265	98.9	42.3	39	18.7	57.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	333	99.7	31.9	36.6	31.5	68.1
	7	266	99.6	37.2	40.1	22.7	62.8
	8	250	100	45.6	42.7	11.6	54.4

Science

2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	145	100	57.6	38.8	3.6	42.4
	7	264	100	34.3	48.6	17.1	65.7
	8	128	100	53.3	36.9	9.8	46.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	167	99.4	49	40.8	10.2	51
	7	266	99.6	29.3	41.7	28.9	70.7
	8	129	98.5	47.2	41.5	11.4	52.8

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	143	100	27.4	60.7	11.9	72.6
	7	264	100	47.4	33.5	19.1	52.6
	8	133	99.3	33.1	41.1	25.8	66.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	165	99.4	31.3	53.8	15	68.8
	7	266	99.6	40.5	34.3	25.2	59.5
	8	121	100	33.9	37.3	28.8	66.1
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	293	98.6	36.2	36.2	27.5	63.8
	7	264	98.5	30.8	45.6	23.6	69.2
	8	266	98.1	37.2	41.2	21.6	62.8
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	333	99.1	36.1	36.7	27.3	63.9
	7	264	99.6	31.1	45.5	23.4	68.9
	8	253	99.2	34.2	39.5	26.3	65.8

Abbreviations for Missing Data

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