

## HUGHES ACADEMY

122 DeOyley Avenue  
Greenville, SC 29605

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	849 Students	
<b>Principal</b>	Dr. Patrick J. Mark	864-355-6200
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Roger Meek	864-233-8587

# 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	Below Average	At-Risk
2007	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 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

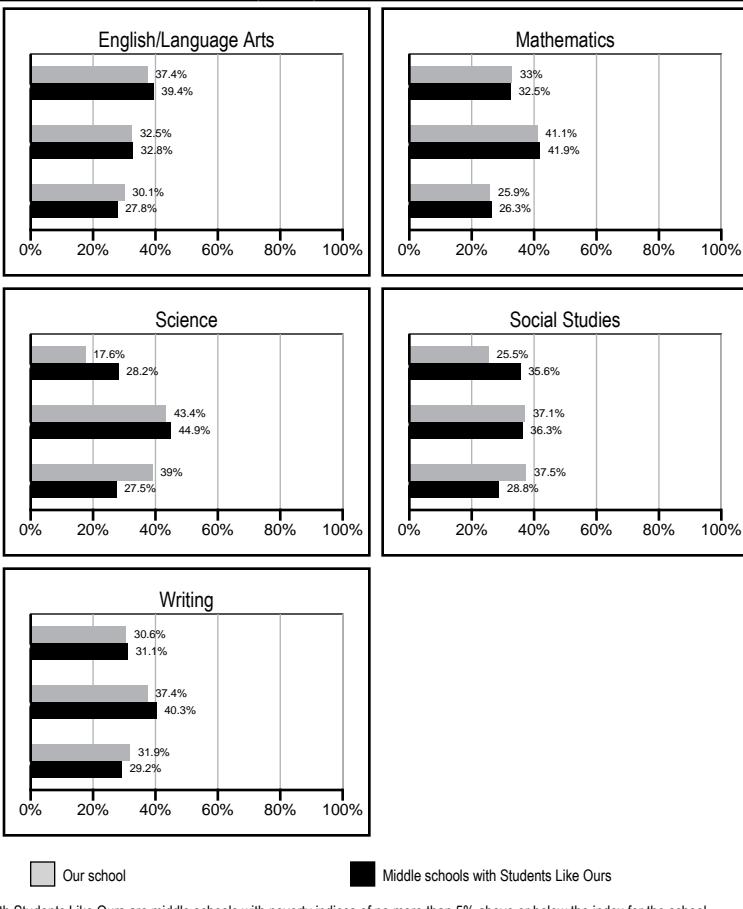
97.1%

## ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	20	24	0	1

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

## 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	98.8%	98.0%
English 1	98.2%	91.9%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	18.3%
US History and the Constitution	N/A	N/A
All Subjects	98.6%	95.8%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=849)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	27.2%	Down from 42.9%	30.8%	24.5%
Retention rate	1.4%	Up from 0.4%	0.7%	0.7%
Attendance rate	96.1%	Down from 96.3%	96.1%	95.9%
Served by gifted and talented program	27.0%	Up from 21.0%	21.3%	17.8%
With disabilities other than speech	8.8%	Down from 12.1%	8.9%	9.2%
Older than usual for grade	0.6%	Down from 1.5%	1.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.9%	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	67.4%	Up from 61.8%	59.6%	60.0%
Continuing contract teachers	89.1%	Up from 87.3%	84.0%	82.6%
Teachers returning from previous year	83.2%	Down from 85.6%	85.6%	85.6%
Teacher attendance rate	93.3%	Down from 97.1%	95.5%	95.3%
Average teacher salary*	\$46,401	Down 0.1%	\$46,514	\$46,300
Professional development days/teacher	7.8 days	Up from 6.7 days	9.7 days	9.9 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	25.4 to 1	Up from 12.2 to 1	23.4 to 1	21.5 to 1
Prime instructional time	91.5%	Down from 93.8%	90.4%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.6%	98.1%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$6,163	Down 10.1%	\$7,255	\$7,634
Percent of expenditures for instruction**	63.1%	Up from 61.6%	64.4%	64.0%
Percent of expenditures for teacher salaries**	61.4%	Up from 58.8%	61.8%	61.2%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A-Not Applicable

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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 implemented a Mulligan policy where students are able to retake tests and quizzes after teachers have provided re-teaching time. We joined the Making Middle Grades Work initiative which helped us form focus teams for teachers. We refurbished our Science Labs and added updated systems to our Gateway to Technology lab. Because of budget cuts, we implemented the STEP program (Sharing to Enhance Performance). Parents are able to donate supplies to the school or to specific classrooms.

As a result of our efforts, our PASS scores in 2010 increased in all areas. ELA scores increased from 72% to 75% Met/Exemplary. Math scores increased from 70.6% to 74.6% Met/Exemplary. Science scores increased from 54.9% to 60.5% Met/Exemplary. Social Studies scores increased from 61.4% to 63.8% Met/Exemplary

With the support of our students, parents, and staff, we look forward to continuing the many successes we have achieved this year.

Dr. Patrick J. Mark, Principal and Ms. Joni Young, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	46	163	94
Percent satisfied with learning environment	84.8%	77.6%	72.5%
Percent satisfied with social and physical environment	87.0%	72.2%	80.6%
Percent satisfied with school-home relations	89.1%	89.5%	71.7%

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

**Abbreviations for Missing Data**

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## School Adequate Yearly Progress

NO

This school met 25 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.4%	0.0%	No
Student attendance rate	96.1%	94.0%**	Yes

\* Or greater than last year

## 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*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	832	99.6	30	32.6	37.4	78.8	84.1	82.4	Yes	Yes
<b>Gender</b>										
Male	473	99.8	29.9	30.8	39.3	78.9	80.8	78.7	N/A	N/A
Female	359	99.4	30.1	34.9	34.9	78.8	87.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	338	99.7	12.8	29.2	58.1	90	89.7	88.9	Yes	Yes
African American	385	99.5	45.6	34.4	20.1	68.2	72.2	72.9	No	Yes
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	93.3	93	I/S	I/S
Hispanic	95	100	37.1	37.1	25.8	76.4	79.2	79.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	85	98.8	N/AV	N/AV	N/AV	25.3	48.6	48.1	No	Yes
<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	69	100	34.9	33.7	31.3	77.1	79.3	78.3	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	466	99.4	43.3	35.2	21.4	68.6	75.7	75.4	No	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	832	99.6	25.8	41.2	33.1	83.1	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	473	99.8	24.7	36.6	38.7	83.4	82.9	79.9	N/A	N/A
Female	359	99.4	27.2	47.2	25.7	82.7	86.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	338	99.7	14.3	34.3	51.4	91.8	89.4	88.9	Yes	Yes
African American	385	99.5	36.4	48.7	14.9	74.5	72	71.4	Yes	Yes
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	95.6	94.6	I/S	I/S
Hispanic	95	100	29.2	42.7	28.1	83.1	82.7	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	85	98.8	88	9.3	2.7	25.3	47.1	47.3	No	Yes
<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	69	100	26.5	42.2	31.3	85.5	83.6	81.4	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	466	99.4	37.1	44	18.8	74.8	76.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A-Not Applicable

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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
<b>Science</b>								
All Students	563	99.6	38.8	43.5	17.7	61.2	71.6	68.6
<b>Gender</b>								
Male	316	99.7	32.1	45.9	22	67.9	71.4	68.3
Female	247	99.6	47.4	40.4	12.2	52.6	71.9	68.9
<b>Racial/Ethnic Group</b>								
White	231	99.6	19.6	51.6	28.9	80.4	81	80.7
African American	264	99.6	55.9	37.4	6.7	44.1	52.3	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	60	100	48.2	33.9	17.9	51.8	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
<b>Disability Status</b>								
Disabled	49	98	78.6	19	2.4	21.4	34.8	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	43	100	47.2	34	18.9	52.8	61.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	316	99.4	53.5	37.2	9.2	46.5	58.4	57.3
<b>Social Studies</b>								
All Students	561	99.3	37.3	37.1	25.5	62.7	76.1	72.5
<b>Gender</b>								
Male	311	99.4	32	36.4	31.6	68	75.9	72
Female	250	99.2	44	38	17.9	56	76.2	73.1
<b>Racial/Ethnic Group</b>								
White	233	99.6	24.7	36.1	39.2	75.3	82.8	81
African American	249	98.8	52.2	37.5	10.3	47.8	61.5	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	70	100	33.3	40.9	25.8	66.7	69.6	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	75.5	73.5
<b>Disability Status</b>								
Disabled	63	98.4	87.5	7.1	5.4	12.5	41.9	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	48	100	30	38.3	31.7	70	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	311	98.7	50.9	33.3	15.8	49.1	65.2	62.9

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	250	99.6	31.6	37.6	30.8	68.4	76	73.2	96.1	96.4
<b>Gender</b>										
Male	149	99.3	33.8	36	30.2	66.2	70.2	67.2	96	96.3
Female	101	100	28.4	40	31.6	71.6	82.1	79.4	96.1	96.4
<b>Racial/Ethnic Group</b>										
White	88	100	17.6	32.9	49.4	82.4	83.1	81.5	95.9	96.2
African American	131	99.2	41.2	42.9	16	58.8	62.2	61.3	96	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.3	87	97.8	97.6
Hispanic	25	100	41.7	33.3	25	58.3	64.3	66.7	96.6	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	88.9	95.8
<b>Disability Status</b>										
Disabled	33	97	86.2	10.3	3.4	13.8	26.5	26	92.9	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
<b>English Proficiency</b>										
Limited English Proficient	21	100	39.1	26.1	34.8	60.9	65.3	65.7	97	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	139	99.3	40.2	41.7	18.1	59.8	63.7	63.2	95.4	95.9

Abbreviations for Missing Data

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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>								
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	
	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	
2011	5	N/A	N/AV	N/A	N/A	N/A	N/A	
	6	288	100	24.1	38.3	37.6	75.9	
	7	292	99	30.1	28.3	41.5	69.9	
	8	252	100	36.8	30.8	32.5	63.2	
	<b>Mathematics</b>							
	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	
	3	N/A	N/AV	N/A	N/A	N/A	N/A	
2011	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	288	100	25.2	38.7	36.1	74.8	
	7	292	99	22.1	37.5	40.4	77.9	
	8	252	100	30.8	48.3	20.9	69.2	
	<b>Science</b>							
	3	0	N/A	N/A	N/A	N/A	N/A	
	4	0	N/A	N/A	N/A	N/A	N/A	
2010	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	
	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	146	100	39.1	51.4	9.4	60.9	
2011	7	292	99.3	35.3	45.2	19.5	64.7	
	8	125	100	46.6	30.2	23.3	53.4	

Abbreviations for Missing Data

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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>								
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	
	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	
2011	5	N/A	N/AV	N/A	N/A	N/A	N/A	
	6	142	98.6	28.1	51.1	20.7	71.9	
	7	292	99.3	39.7	32.7	27.6	60.3	
	8	127	100	42.4	31.4	26.3	57.6	
	<b>Writing</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	N/A	N/AV	N/A	N/A	N/A	N/A	
2011	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	
	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	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	250	99.6	31.6	37.6	30.8	68.4	

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