



Burke High

244 President Street
Charleston, SC 29403

Grades	7-12 High School	
Enrollment	823 Students	
Principal	Charles Benton	843-579-4815
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	4	5	5	9

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	47.8	55.7	55.0	57.1	61.8	64.5
Passed 1 subtest (%)	29.6	27.9	27.1	17.0	20.8	16.0
Passed no subtests (%)	22.6	16.4	17.8	36.7	20.9	20.1

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	88.7%	83.7%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	160	94
Number of Diplomas	100	62
Rate	62.5%	60.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	43.7	60.5
English 1	40.5	41.0
Physical Science	45.8	27.2
All Tests	42.4	45.9

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=823)				
Retention rate	16.4%	Up from 16.1%	11.3%	6.1%
Attendance rate	90.5%	Down from 90.9%	94.2%	95.0%
Eligible for gifted and talented	3.3%	Down from 4.5%	3.3%	8.3%
With disabilities other than speech	13.4%	Down from 14.2%	15.2%	13.0%
Older than usual for grade	22.5%	Up from 8.2%	14.9%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	15.3%	Up from 10.9%	3.0%	1.5%
Enrolled in AP/IB programs	23.5%	Up from 15.4%	3.4%	11.4%
Successful on AP/IB exams	N/A	N/A	13.5%	54.3%
Eligible for LIFE Scholarship	22.3%	Up from 14.7%	22.3%	30.5%
Annual dropout rate	10.1%	Up from 7.9%	3.0%	3.5%
Career/technology students in co-curricular organizations	6.0%	Up from 2.9%	2.1%	3.1%
Enrollment in career/technology courses	431	Down from 466	261	559
Students participating in work-based experiences	3.0%	Down from 11.5%	4.6%	10.6%
Career/technology students attaining technical skills	59.4%	Down from 66.4%	78.7%	79.6%
Career/technology completers placed	97.5%	Up from 94.7%	97.0%	98.5%
Teachers (n=74)				
Teachers with advanced degrees	55.4%	Down from 59.8%	53.6%	57.4%
Continuing contract teachers	63.5%	Down from 70.7%	56.9%	69.6%
Teachers with emergency or provisional certificates	19.1%	Up from 16.9%	19.1%	8.7%
Teachers returning from previous year	80.9%	Down from 82.9%	79.0%	85.0%
Teacher attendance rate	95.0%	Up from 93.8%	94.9%	95.4%
Average teacher salary	\$44,319	Up 2.4%	\$43,455	\$46,061
Professional development days/teacher	18.4 days	Down from 23.8 days	13.0 days	11.4 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 19.4 to 1	19.7 to 1	25.4 to 1
Prime instructional time	83.4%	Up from 83.1%	87.0%	89.1%
Dollars spent per pupil*	\$12,123	Up 23.9%	\$9,691	\$7,279
Percent of expenditures for teacher salaries*	51.2%	Down from 55.3%	51.2%	55.3%
Percent of expenditures for instruction*	62.2%	Up from 60.8%	60.1%	60.8%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Parents attending conferences	31.6%	Down from 79.2%	92.9%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	141	88.7%	340	42.4%	160	62.5%	No
Gender							
Male	55	85.5%	158	40.5%	60	63.3%	N/A
Female	86	90.7%	181	44.2%	97	63.9%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	139	88.5%	325	42.8%	155	63.9%	N/A
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	12	41.7%	46	15.2%	13	23.1%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	115	89.6%	281	41.3%	121	66.9%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

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Report of Principal and School Improvement Council

Burke High School has made considerable gains during the 2007 - 2008 school year. There has been a school and community-wide effort to revitalize the PTSA and move the school to a Parent and Student Learning Community, where the parents and students are involved and engaged in the day-to-day extracurricular and academic environment of the school.

The instructional environment of the school has taken on a new appeal to the instructors and students by implementing rigorous instruction and professional development strategies. This school term, teachers were committed to participating in Teacher Curriculum Teams that met weekly to advance student learning and achievement. The core values of student learning and achievement were addressed in the Professional Learning Communities, which met weekly and were devoted to increasing rigor in the classroom and providing academic support.

The academic environment of the school was invigorated by implementing an intensive weekly High School Assessment Program (HSAP) Academic and Preparation push, where students were committed to working as a learning community to prepare for the high-stakes examination.

The Academics Plus Academy has moved to the center of academic achievement and has fostered a learning stream of students who have been challenged to prepare for growing changes in a global society that expects individuals to achieve at higher levels.

As the school climate grows and matures, the partnership with the College of Charleston and other community-driven initiatives have enhanced the graduation rate and the school's ability to empower students at Burke High School.

Charles E. Benton, Principal
Maurice D. Cannon, Dean Academics Plus Academy
Jamie Robinson, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	85	57
Percent satisfied with learning environment	77.8%	71.8%	87.5%
Percent satisfied with social and physical environment	88.9%	76.5%	84.2%
Percent satisfied with school-home relations	47.1%	78.8%	83.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

NO

This school met 7 out of 13 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

Restructure

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 Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	28.2%	0.0%	No

HSAP 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
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	129	100	23.1	52.1	22.3	2.5	41.3	70.7	69.7	No	Yes
Male	63	100	25.4	52.5	20.3	1.7	42.4	66.6	64.6	N/A	N/A
Female	66	100	21	51.6	24.2	3.2	40.3	74.8	74.8	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.1	81.7	I/S	I/S
African American	128	100	22.5	52.5	22.5	2.5	41.7	54.7	53.6	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	84.2	83.1	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.2	59.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	19	100	64.7	29.4	5.9	0	11.8	26.5	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50.8	47.3	I/S	I/S
Subsized meals	109	100	23.8	50.5	22.9	2.9	41	52.3	55.1	No	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	129	100	38.8	47.1	13.2	0.8	24	66.9	67.2	No	Yes
Male	63	100	33.9	57.6	6.8	1.7	23.7	67.2	66.3	N/A	N/A
Female	66	100	43.5	37.1	19.4	0	24.2	66.7	68	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.6	79.6	I/S	I/S
African American	128	100	38.3	47.5	13.3	0.8	24.2	48.8	49.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.7	88.9	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.8	60	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	19	100	64.7	35.3	0	0	0	25.4	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.4	54.9	I/S	I/S
Subsized meals	109	100	38.1	47.6	13.3	1	24.8	47.9	53.1	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	27	92.6	74.1	7.4	7.4	3.7	I/S	N/A	N/A	N/A	N/A
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Female	21	90.5	81.0	4.8	4.8	N/A	I/S	N/A	N/A	N/A	N/A
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	27	92.6	74.1	7.4	7.4	3.7	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	22	95.5	81.8	4.5	9.1	N/A	I/S	N/A	N/A	N/A	N/A

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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	141	99.3	17.0	47.4	28.1	7.4	48.1	73.8	70.7
	2008	129	100	23.1	52.1	22.3	2.5	41.3	70.7	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	141	99.3	41.5	34.8	17.0	6.7	34.8	63.6	62.2
	2008	129	100	38.8	47.1	13.2	0.8	24	66.9	67.2

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