



Burke High

244 President Street
Charleston, SC 29403

Grades	7-12 Middle 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	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	N/A	N/A
2004	N/A	N/A

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

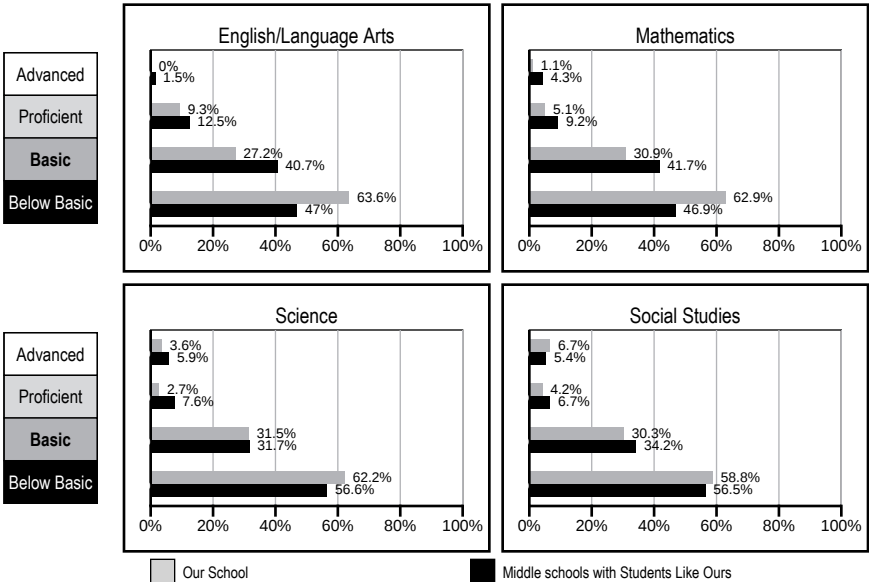
95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	3	39

* 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	53.8	86.3
English 1	0	82.6
Physical Science	0	35.2
All Subjects	53.8	83.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=823)				
Students enrolled in high school credit courses (grades 7 & 8)	48.1%	N/R	12.0%	19.4%
Retention rate	16.4%	Up from 16.1%	3.4%	1.8%
Attendance rate	90.5%	Down from 90.9%	95.1%	95.8%
Eligible for gifted and talented	3.3%	Down from 4.5%	5.8%	15.3%
With disabilities other than speech	13.4%	Down from 14.2%	13.5%	12.9%
Older than usual for grade	22.5%	Up from 8.2%	6.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	15.3%	Up from 10.9%	0.7%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=74)				
Teachers with advanced degrees	55.4%	Down from 59.8%	54.0%	55.0%
Continuing contract teachers	63.5%	Down from 70.7%	54.3%	70.6%
Teachers with emergency or provisional certificates	19.1%	Up from 16.9%	19.0%	5.4%
Teachers returning from previous year	80.9%	Down from 82.9%	76.7%	83.4%
Teacher attendance rate	95.0%	Up from 93.8%	94.8%	94.9%
Average teacher salary	\$44,319	Up 2.4%	\$43,109	\$44,706
Professional development days/teacher	18.4 days	Down from 23.8 days	12.1 days	11.8 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	16.1 to 1	20.1 to 1
Prime instructional time	83.4%	Up from 83.1%	88.9%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	31.6%	Down from 79.2%	96.4%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$12,123	Up 23.9%	\$8,817	\$7,097
Percent of expenditures for instruction*	62.2%	Up from 60.8%	63.1%	64.4%
Percent of expenditures for teacher salaries*	51.2%	Down from 55.3%	56.3%	59.4%

* Prior year audited financial data are reported.

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	75	57
Percent satisfied with learning environment	77.8%	59.5%	87.5%
Percent satisfied with social and physical environment	88.9%	72.2%	84.2%
Percent satisfied with school-home relations	47.1%	75.7%	83.0%

* Only students at the highest middle school grade level and their parents were 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 and Student Attendance

	Our District	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
Student attendance rate	90.5%	94.0%	No

* Or greater than last year

Abbreviations for Missing Data

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
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	177	100	62.8	27.4	9.1	0.6	14	53.5	48.2	No	Yes
Gender											
Male	95	100	73.9	19.3	5.7	1.1	9.1	47.3	41.7	N/A	N/A
Female	82	100	50	36.8	13.2	0	19.7	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	177	100	62.8	27.4	9.1	0.6	14	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	28	100	88.5	7.7	0	3.8	7.7	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	162	100	63.1	28.9	7.4	0.7	12.8	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	177	100	61.6	32.9	4.9	0.6	9.8	49.7	45.8	No	Yes
Gender											
Male	95	100	63.6	31.8	4.5	0	10.2	49.5	45.6	N/A	N/A
Female	82	100	59.2	34.2	5.3	1.3	9.2	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	177	100	61.6	32.9	4.9	0.6	9.8	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	28	100	73.1	23.1	3.8	0	3.8	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	162	100	61.1	33.6	5.4	0	10.1	28.3	31.4	No	Yes

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

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	123	100	61.6	31.3	3.6	3.6	7.1	39.2	35.7	91.6	96
Gender											
Male	67	100	67.7	25.8	3.2	3.2	6.5	40.8	37.4	90.3	95.8
Female	56	100	54	38	4	4	8	37.6	33.8	93.1	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	68.6	96.1
African American	123	100	61.6	31.3	3.6	3.6	7.1	15.3	17	91.6	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	20	100	73.7	21.1	5.3	0	5.3	16.6	14	90.7	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	N/A	96.3
Socio-Economic Status											
Subsided meals	111	100	61	33	2	4	6	17.1	21.1	91.8	95.5

Social Studies											
All Students	129	100	57.9	30.6	4.1	7.4	11.6	40.2	34	91.6	96
Gender											
Male	73	100	60.3	26.5	5.9	7.4	13.2	42	36.6	90.3	95.8
Female	56	100	54.7	35.8	1.9	7.5	9.4	38.3	31.3	93.1	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	68.6	96.1
African American	129	100	57.9	30.6	4.1	7.4	11.6	19.1	19.1	91.6	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	22	100	65	30	0	5	5	18.2	14.4	90.7	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	N/A	96.3
Socio-Economic Status											
Subsided meals	117	100	57.8	31.2	4.6	6.4	11	20.1	21	91.8	95.5

* 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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	111	100	65.3	31.7	3	0	3
	8	148	100	60.3	33.8	5.9	0	5.9
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	76	100	45.7	32.9	20	1.4	21.4
	8	101	100	75.5	23.4	1.1	0	1.1
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	111	100	53.5	44.6	2	0	2
	8	148	100	69.9	29.4	0.7	0	0.7
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	76	100	42.9	44.3	11.4	1.4	12.9
	8	101	100	75.5	24.5	0	0	0
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	111	100	86.1	13.9	0	0	0
	8	72	100	65.2	30.3	4.5	0	4.5
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	75	100	47.8	40.6	5.8	5.8	11.6
	8	48	100	83.7	16.3	0	0	0
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	111	100	89.1	10.9	0	0	0
	8	75	100	57.1	35.7	7.1	0	7.1
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	76	100	47.1	32.9	7.1	12.9	20
	8	53	100	72.5	27.5	0	0	0

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample