



Buist Academy

103 Calhoun Street
Charleston, SC 29401

Grades	K-8 Middle School	
Enrollment	396 Students	
Principal	Sallie L. Ballard	843-724-7750
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	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Excellent

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

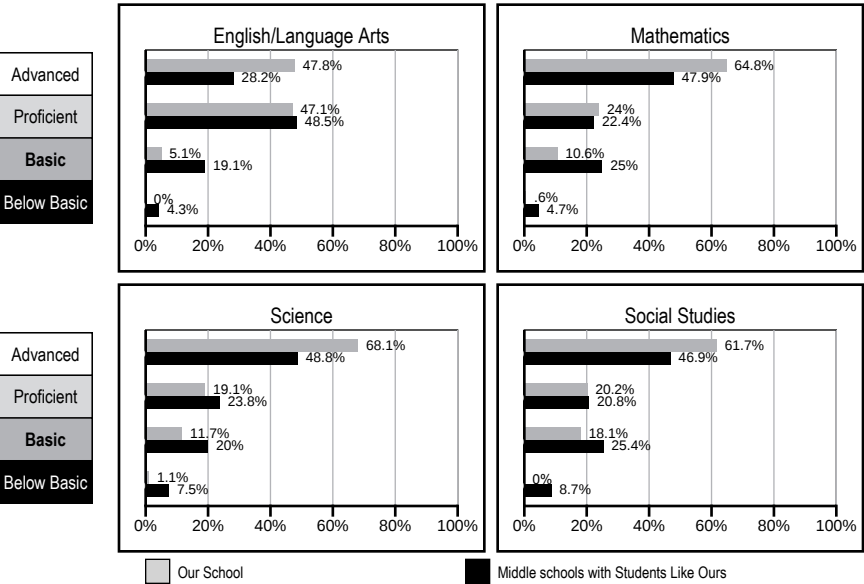
97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	1	0	0	0

* 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	100.0	100.0
English 1	0	100.0
Physical Science	0	100.0
All Subjects	100.0	100.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=396)				
Students enrolled in high school credit courses (grades 7 & 8)	44.6%	Down from 50.6%	35.6%	19.4%
Retention rate	0.3%	No Change	0.3%	1.8%
Attendance rate	97.7%	Up from 97.5%	97.1%	95.8%
Eligible for gifted and talented	74.4%	Down from 77.7%	42.9%	15.3%
With disabilities other than speech	2.5%	Up from 1.5%	6.3%	12.9%
Older than usual for grade	0.0%	No Change	0.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.1%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	81.3%	Up from 76.7%	59.7%	55.0%
Continuing contract teachers	84.4%	Up from 83.3%	78.6%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	5.4%
Teachers returning from previous year	87.4%	Up from 85.2%	85.8%	83.4%
Teacher attendance rate	90.3%	Down from 94.5%	94.8%	94.9%
Average teacher salary	\$50,719	Up 4.6%	\$47,565	\$44,706
Professional development days/teacher	8.3 days	Down from 11.6 days	11.6 days	11.8 days
School				
Principal's years at school	7.0	Up from 6.0	2.0	3.0
Student-teacher ratio in core subjects	13.3 to 1	Up from 13.2 to 1	21.6 to 1	20.1 to 1
Prime instructional time	87.1%	Down from 90.5%	90.6%	89.3%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	98.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil*	\$7,858	Up 4.5%	\$7,159	\$7,097
Percent of expenditures for instruction*	68.3%	Up from 64.9%	63.7%	64.4%
Percent of expenditures for teacher salaries*	65.7%	Up from 63.4%	59.8%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2007-2008 academic year began with a new approach to summer reading. All 7th and 8th-grade students were required to read *The Book Thief* by Markus Zusak before the beginning of school. Parents were encouraged to do the same. On September 6th, we hosted our first Buist Book Symposium in the Board Room at 75 Calhoun Street. A panel of college professors and community professionals began the symposium with background information and their reactions to the story. Following their remarks, ten literature circles met to further discuss the book through the use of guiding questions. Parents, Academic Magnet High School alumni, and teachers led the discussions. The symposium was successful in engaging entire families in reading. The Primary Grades piloted a new report card that was sent out six times a year instead of four. Its purpose was to align more closely with the completion dates of the Units of Inquiry in the Primary Years Programme. Parental response was favorable.

The Middle School began its formal application process to become part of the Middle Years Programme of the International Baccalaureate. All six teachers attended Level I or Level II trainings. Part A of the application was submitted in April 2008. Part B of the application will be submitted in June 2009.

Buist received the Palmetto Gold Award for continuing to make progress toward the state standards set for 2010. In addition, the school was recognized for the sixth consecutive year by the South Carolina Education Oversight Committee for continuing to close the achievement gap in historically underachieving groups of students. For federal Adequate Yearly Progress (AYP), the school met 100% of our objectives.

Twenty-five of our eighth-grade students qualified as Junior Scholars based on their PSAT scores. Seven seventh-grade students were recognized by the Duke Talent Identification Program. Middle School students began their community service with a kickoff on October 2nd at the county library. Local philanthropic leaders were invited to speak. Middle School students continued to meet their required 15 hours of community service during the year. This service included tutoring younger students at a downtown school. Our Beta Club organized a team and participated in the Asthma Walk to raise money for the American Lung Association, conducted a school-wide food drive in December to benefit Crisis Ministries, and contributed holiday gift bags to the downtown Boys and Girls Club. "Popsicles for PACT" continued to provide support to a school in India. Parental support remained high in the school. The Parent Teachers Association held a successful fall festival for the children. In April, the Buist Foundation held a Dinner and Auction. Proceeds provided the final eight SmartBoards for classrooms and new carpeting in six elementary rooms. The School Improvement Council worked on a new approach to Orientation in August, in which mini-seminars were offered to parents during the evening. A new Grounds Committee was formed and worked hand-in-hand with members of the Charleston Garden Club to improve our streetscape.

The year ended with the Fifth-Grade Exhibition. Exhibition is a collaborative inquiry project that is a synthesis of the essential elements of the Primary Years Programme. It was the culmination of their six years of study in the Programme and allowed the students to take responsibility for their learning.

Sallie L. Ballard, Principal
Lisa K. Stewart, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	39	52
Percent satisfied with learning environment	96.0%	82.1%	94.1%
Percent satisfied with social and physical environment	100.0%	79.5%	94.2%
Percent satisfied with school-home relations	100.0%	92.1%	90.4%

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

School Adequate Yearly Progress

YES

This school met 13 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

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	0.0%	0.0%	Yes
Student attendance rate	97.7%	94.0%	Yes

* 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	281	100	0	6.5	54.3	39.1	96.7	53.5	48.2	Yes	Yes
Gender											
Male	115	100	0	8.8	59.3	31.9	95.6	47.3	41.7	N/A	N/A
Female	166	100	0	4.9	50.9	44.2	97.5	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	203	100	0	5	52.8	42.2	97	77.6	60	Yes	Yes
African American	53	100	0	11.5	53.8	34.6	96.2	32.1	31.7	Yes	Yes
Asian/Pacific Islander	16	100	0	6.3	68.8	25	93.8	75.1	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	11	100	N/AV	N/AV	N/AV	N/AV	N/AV	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	2	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	24	100	N/AV	N/AV	N/AV	N/AV	N/AV	33	34	I/S	I/S

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

All Students	281	100	0.4	13	26.1	60.5	93.1	49.7	45.8	Yes	Yes
Gender											
Male	115	100	0	8	26.5	65.5	96.5	49.5	45.6	N/A	N/A
Female	166	100	0.6	16.6	25.8	57.1	90.8	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	203	100	0	10.6	22.1	67.3	96.5	75.6	59	Yes	Yes
African American	53	100	0	25	44.2	30.8	80.8	26.2	26.9	Yes	Yes
Asian/Pacific Islander	16	100	0	6.3	18.8	75	93.8	78.9	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	11	100	0	20	60	20	90	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	2	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	24	100	0	26.1	47.8	26.1	87	28.3	31.4	I/S	I/S

* 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	190	100	2.1	13.8	18.1	66	84	39.2	35.7	97.7	96
Gender											
Male	79	100	1.3	6.3	13.9	78.5	92.4	40.8	37.4	97.7	95.8
Female	111	100	2.8	19.3	21.1	56.9	78	37.6	33.8	97.6	96.1
Racial/Ethnic Group											
White	137	100	1.5	8.1	17	73.3	90.4	66.4	49.2	97.5	96.1
African American	37	100	5.4	35.1	24.3	35.1	59.5	15.3	17	98.5	95.8
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	97.7	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.3	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	95.7	95.7
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	97.7	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	1	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	94.7	96.3
Socio-Economic Status											
Subsided meals	16	100	12.5	43.8	12.5	31.3	43.8	17.1	21.1	97.7	95.5

Social Studies											
All Students	191	100	0.5	13.4	19.8	66.3	86.1	40.2	34	97.7	96
Gender											
Male	76	100	0	13.5	21.6	64.9	86.5	42	36.6	97.7	95.8
Female	115	100	0.9	13.3	18.6	67.3	85.8	38.3	31.3	97.6	96.1
Racial/Ethnic Group											
White	137	100	0.7	9	19.4	70.9	90.3	63.3	44.5	97.5	96.1
African American	38	100	0	32.4	18.9	48.6	67.6	19.1	19.1	98.5	95.8
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	N/AV	N/AV	74.3	58.9	97.7	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.3	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	95.7	95.7
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	97.7	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	2	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	94.7	96.3
Socio-Economic Status											
Subsided meals	16	100	0	40	20	40	60	20.1	21	97.7	95.5

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

Abbreviations for Missing Data

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	39	100	0	7.7	59	33.3	92.3
	4	50	100	0	12.2	69.4	18.4	87.8
	5	50	100	0	16.7	81.3	2.1	83.3
	6	50	100	0	2	34	64	98
	7	43	100	0	9.3	67.4	23.3	90.7
	8	45	100	0	13.3	77.8	8.9	86.7
2008	3	40	100	0	2.5	37.5	60	97.5
	4	50	100	0	4.1	67.3	28.6	95.9
	5	50	100	0	16.3	75.5	8.2	83.7
	6	50	100	0	2.1	31.9	66	97.9
	7	50	100	0	6	48	46	94
	8	41	100	0	7.3	63.4	29.3	92.7
Mathematics								
2007	3	39	100	0	30.8	38.5	30.8	69.2
	4	50	100	2	8.2	30.6	59.2	89.8
	5	50	100	0	14.6	29.2	56.3	85.4
	6	50	100	0	6	18	76	94
	7	43	100	0	11.6	18.6	69.8	88.4
	8	45	100	2.2	33.3	33.3	31.1	64.4
2008	3	40	100	2.5	17.5	35	45	80
	4	50	100	0	12.2	18.4	69.4	87.8
	5	50	100	0	12.2	26.5	61.2	87.8
	6	50	100	0	4.3	31.9	63.8	95.7
	7	50	100	0	12	12	76	88
	8	41	100	0	22	36.6	41.5	78
Science								
2007	3	20	100	0	30	45	25	70
	4	50	100	6.1	20.4	26.5	46.9	73.5
	5	25	100	4.2	16.7	16.7	62.5	79.2
	6	25	100	4	12	32	52	84
	7	43	100	2.3	11.6	23.3	62.8	86
	8	23	100	0	26.1	8.7	65.2	73.9
2008	3	20	100	0	30	30	40	70
	4	50	100	4.1	10.2	14.3	71.4	85.7
	5	25	100	4	16	12	68	80
	6	25	100	4.2	8.3	12.5	75	87.5
	7	50	100	0	14	20	66	86
	8	20	100	0	10	25	65	90
Social Studies								
2007	3	19	100	0	10.5	15.8	73.7	89.5
	4	50	100	0	24.5	32.7	42.9	75.5
	5	25	100	0	16.7	29.2	54.2	83.3
	6	25	100	N/A	N/A	16.0	84.0	100.0
	7	43	100	2.3	30.2	18.6	48.8	67.4
	8	22	100	4.5	72.7	18.2	4.5	22.7
2008	3	20	100	0	5	10	85	95
	4	50	100	2	4.1	18.4	75.5	93.9
	5	25	100	0	20.8	29.2	50	79.2
	6	25	100	0	4.3	4.3	91.3	95.7
	7	50	100	0	22	14	64	78
	8	21	100	0	23.8	52.4	23.8	76.2

Abbreviations for Missing Data

N/A--Not Applicable

NAV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample