

BURKE HIGH

244 President Street
Charleston, SC 29403

Grades	7-12 Middle School	
Enrollment	605 Students	
Principal	Maurice Cannon	843-579-4815
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**At-Risk**	**At-Risk**
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	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

BURKE HIGH	11/09/11-1001010

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

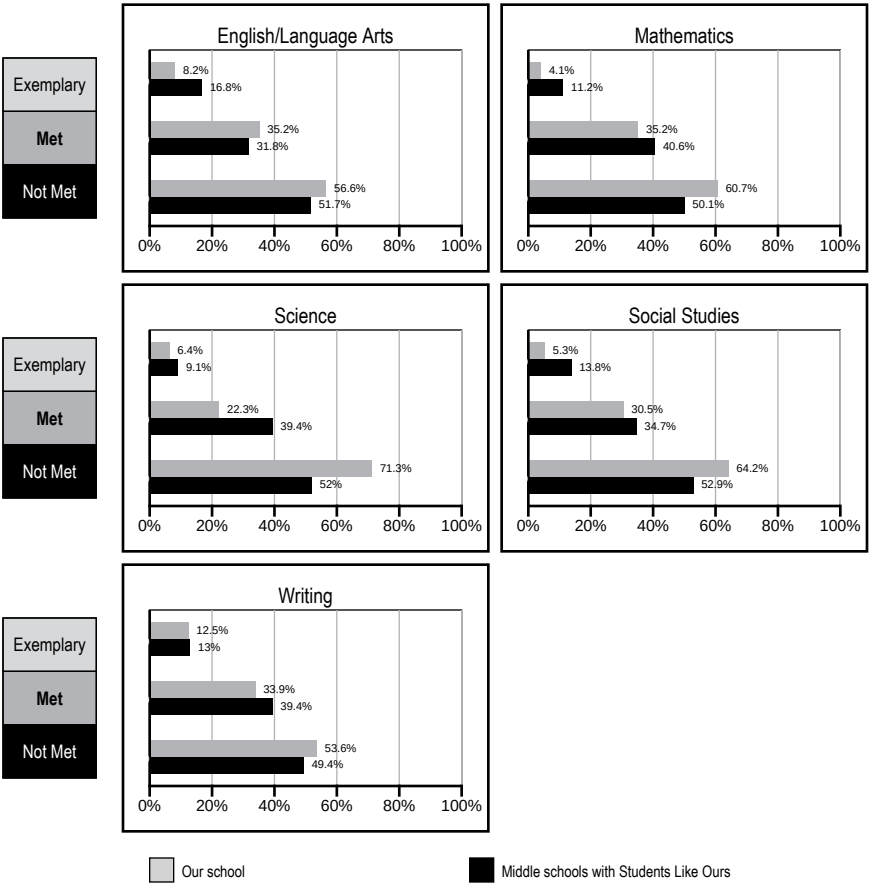
Percent of students tested in 2010-11 whose 2009-10 test scores were located	98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	28	25

* 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	100.0%	88.1%
English 1	N/A	86.5%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=605)				
Students enrolled in high school credit courses (grades 7 & 8)	58.5%	Up from 6.2%	13.3%	24.5%
Retention rate	5.2%	Down from 10.6%	1.0%	0.7%
Attendance rate	90.3%	Down from 90.8%	95.3%	95.9%
Served by gifted and talented program	3.5%	Down from 4.8%	5.7%	17.8%
With disabilities other than speech	13.0%	Down from 15.1%	11.2%	9.2%
Older than usual for grade	14.4%	Down from 22.1%	3.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.8%	Down from 5.9%	0.2%	0.4%
Annual dropout rate	1.2%	N/A	0.0%	0.0%
Teachers (n=79)				
Teachers with advanced degrees	51.9%	Up from 47.7%	58.3%	60.0%
Continuing contract teachers	51.9%	Down from 58.5%	66.0%	82.6%
Teachers returning from previous year	72.3%	Up from 71.5%	78.7%	85.6%
Teacher attendance rate	96.9%	Up from 96.4%	95.4%	95.3%
Average teacher salary*	$42,609	Down 4.6%	$44,040	$46,300
Professional development days/teacher	7.2 days	Up from 6.8 days	10.6 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 11.1 to 1	18.2 to 1	21.5 to 1
Prime instructional time	86.8%	Up from 86.7%	89.3%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 49.0%	97.9%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	$12,324	Up 14.3%	$9,989	$7,634
Percent of expenditures for instruction**	55.9%	Up from 50.4%	60.3%	64.0%
Percent of expenditures for teacher salaries**	53.3%	Up from 45.5%	56.0%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Burke High School has continued in its efforts to close the achievement gap during the 2010-2011school year. This school term there were a few snares along the way, but the teachers, students and administration were able to maintain and sustain the momentum of academic achievement and success.

The instructional environment of the school has shifted from teaching in isolation to teaching as a Professional Learning Community. The teachers view the learning communities as a method to plan and strategize for excellence in the classroom.

The academic environment of the school has developed into an advanced placement community of learners. This year EOC scores have continued to improve in math and English. We are working to improve the EOC scores in social studies and science.

The middle school's literacy push is moving the students in the direction of closing the literacy achievement gap. The utilization of MAP scores in teaching strategies has changed the learning environment into a productive learning community.

As the middle and high school continue to make academic strides, our community relationships continue to grow. Burke continues to enjoy strong partnerships with the Burke High School Community Foundation, the Medical University of South Carolina, the College of Charleston and the Capital Restaurant Group LLC.

Charles E. Benton, Principal
Genita Hanna, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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School Adequate Yearly Progress	NO

This school met 6 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	R

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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.4%	0.0%	No
Student attendance rate	90.3%	94.0%**	No

* Or greater than last year

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BURKE HIGH										11/09/11-1001010
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	136	97.8	57.1	34.9	7.9	57.9	83.1	82.4	No	Yes
Gender										
Male	73	98.6	68.2	25.8	6.1	50	79.9	78.7	N/A	N/A
Female	63	96.8	45	45	10	66.7	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.8	88.9	I/S	I/S
African American	136	97.8	57.1	34.9	7.9	57.9	71.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	41.2	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	122	99.2	56.9	35.3	7.8	59.5	72.9	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	136	97.8	61.1	34.9	4	60.3	82.8	81.9	No	Yes
Gender										
Male	73	98.6	65.2	28.8	6.1	47	81.1	79.9	N/A	N/A
Female	63	96.8	56.7	41.7	1.7	75	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	88.9	I/S	I/S
African American	136	97.8	61.1	34.9	4	60.3	70.9	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	35.3	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	122	99.2	60.3	35.3	4.3	62.9	72.7	74.9	No	Yes

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

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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
Science								
All Students	105	99.1	72.4	21.4	6.1	27.6	69.2	68.6
Gender								
Male	61	100	80.4	14.3	5.4	19.6	68.4	68.3
Female	44	97.7	61.9	31	7.1	38.1	70	68.9
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	80.7
African American	105	99.1	72.4	21.4	6.1	27.6	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	N/AV	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	60.7
Socio-Economic Status								
Subsidized meals	94	100	72.2	22.2	5.6	27.8	51.8	57.3
Social Studies								
All Students	105	99.1	64.3	30.6	5.1	35.7	75.5	72.5
Gender								
Male	54	100	69.4	22.4	8.2	30.6	74.4	72
Female	51	98	59.2	38.8	2	40.8	76.6	73.1
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91	81
African American	105	99.1	64.3	30.6	5.1	35.7	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	7.7	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	69.7
Socio-Economic Status								
Subsidized meals	95	100	63.7	30.8	5.5	36.3	61.8	62.9

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	59	94.9	51.9	35.2	13	48.1	75.8	73.2	94.8	96
Gender										
Male	29	96.6	65.4	23.1	11.5	34.6	70.7	67.2	94.2	95.9
Female	30	93.3	39.3	46.4	14.3	60.7	81.1	79.4	95.5	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	81.5	N/A	96.1
African American	59	94.9	51.9	35.2	13	48.1	61.3	61.3	94.8	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	99.9	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	N/A	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	23.9	26	95	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	54	96.3	52	38	10	48	62.2	63.2	94.9	95.5

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BURKE HIGH 11/09/11-1001010

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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	0	N/A	N/A	N/A	N/A	N/A
	7	69	100	59.7	27.4	12.9	40.3
	8	90	97.8	74.4	19.5	6.1	25.6
2011	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	76	98.7	64.3	28.6	7.1	35.7
	8	60	96.7	48.2	42.9	8.9	51.8
Mathematics							
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	0	N/A	N/A	N/A	N/A	N/A
	7	69	100	66.1	30.6	3.2	33.9
	8	90	97.8	76.8	19.5	3.7	23.2
2011	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	76	98.7	75.7	21.4	2.9	24.3
	8	60	96.7	42.9	51.8	5.4	57.1
Science							
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	0	N/A	N/A	N/A	N/A	N/A
	7	69	100	N/A	N/A	N/A	50
	8	43	100	N/A	N/A	N/A	7.5
2011	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	76	98.7	75.7	18.6	5.7	24.3
	8	29	100	64.3	28.6	7.1	35.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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	0	N/A	N/A	N/A	N/A	N/A
	7	68	100	71	27.4	1.6	29
	8	45	97.8	58.5	31.7	9.8	41.5
2011	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	76	98.7	78.6	18.6	2.9	21.4
	8	29	100	28.6	60.7	10.7	71.4
Writing							
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	68	95.6	50.8	47.5	1.6	49.2
	8	89	96.6	68.3	24.4	7.3	31.7
2011	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	59	94.9	51.9	35.2	13	48.1

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