



Burgess Elementary

9645 Scipio Lane
Myrtle Beach, SC 29588

Grades	PK-5 Elementary School	
Enrollment	599 Students	
Principal	Donna Hooks	843-650-4600
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Good
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

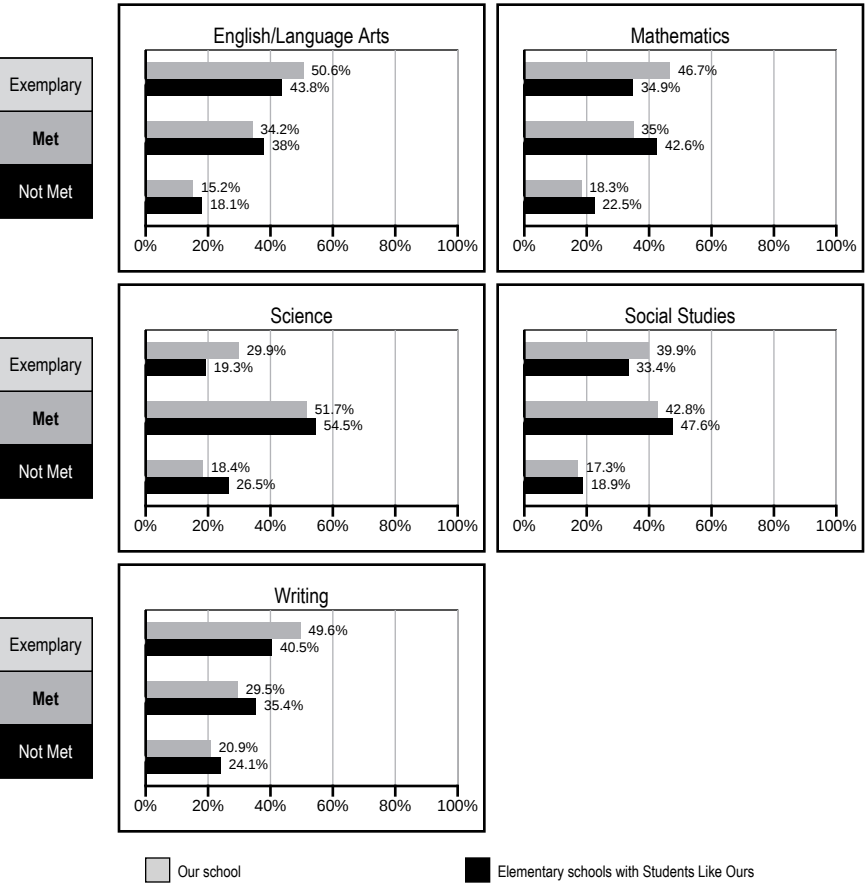
96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	28	40	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=599)				
First graders who attended full-day kindergarten	100.0%	Up from 99.0%	100.0%	100.0%
Retention rate	1.5%	Up from 1.0%	1.8%	1.9%
Attendance rate	96.3%	Up from 95.8%	96.3%	96.3%
Eligible for gifted and talented	20.1%	Down from 24.4%	14.1%	10.0%
With disabilities other than speech	10.8%	Up from 9.9%	7.4%	7.7%
Older than usual for grade	0.4%	Down from 0.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	52.3%	Up from 39.5%	60.4%	59.4%
Continuing contract teachers	77.3%	Up from 68.4%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.5%	85.9%
Teacher attendance rate	95.0%	No Change	95.2%	95.1%
Average teacher salary*	\$43,808	Up 6.0%	\$47,669	\$47,149
Professional development days/teacher	21.8 days	Up from 20.6 days	11.4 days	11.1 days
School				
Principal's years at school	1.0	Up from 0.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.8 to 1	19.1 to 1	18.8 to 1
Prime instructional time	88.9%	Up from 88.3%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,585	N/A	\$6,972	\$7,458
Percent of expenditures for instruction**	68.9%	N/A	69.1%	68.8%
Percent of expenditures for teacher salaries**	49.1%	N/A	63.0%	63.2%

* 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 N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

What a wonderful year it was for the students, parents, faculty, and staff of Burgess Elementary. We were awarded a Palmetto Silver Award for Outstanding Student Academic Performance and a Palmetto Silver Award for Excellent Results in Closing the Achievement Gap. Cindy Dawsey, our Teacher of the Year, was a top five finalist for the District's Teacher of the Year. We strive daily to move each student to higher levels of learning. With our use of MAP testing, we studied strengths and weaknesses of each child and charted individual courses of success. In addition, we monitored our primary children's reading levels through the Diagnostic Reading Assessment. Combined with daily progress, teacher observation, and student work, we made decisions as how to best meet our students' needs. We also focused on science and social studies standards and monitored student success through the Scholars Tests. Civic, personal, and social responsibilities are also priorities we taught through classroom guidance lessons and a weekly Life Skills focus. Each grade level participated in service learning opportunities such as Pennies for Sea Turtles and Care Boxes for Troops. We were awarded an \$8000 grant from Wal-Mart to establish a rain garden. We were the division winner for recycling in the Talkin' Trash program. Our school participated in the a canned food drive, Family Fun Run, March of Dimes' March for Babies, and Jump Rope for Heart. After-school has Drama, Art, Walking, Archery, and Basketball Clubs. Singing Sea Turtles were established to encourage extracurricular activities and stimulate student interest. The success of any school requires the support of an active PTO, faithful volunteers, generous business partners, and involved parents. This year's PTO sponsored Open House and Family Fun Night and raised funds to purchase additional supplies and materials for our school. Our volunteers served as mentors and tutors, chaperoned study trips, and worked during field day events and other school-wide activities. Our business partners supplied student and staff incentives. Burgess Elementary School ... simply the BEST! Donna Hooks, Principal; Mark Mitchell, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	84	53
Percent satisfied with learning environment	97.0%	94.0%	90.4%
Percent satisfied with social and physical environment	100.0%	86.9%	94.3%
Percent satisfied with school-home relations	100.0%	94.0%	79.2%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 18 out of 18 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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	279	100	15.4	34	50.6	90.7	86.5	82.8	Yes	Yes
Gender										
Male	128	100	23.7	28	48.3	84.7	83.4	79.3	N/A	N/A
Female	151	100	8.5	39	52.5	95.7	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	211	100	9.6	31.8	58.6	93.9	91	89.5	Yes	Yes
African American	40	100	35.1	40.5	24.3	78.4	74.8	73.7	I/S	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	19	100	53.3	20	26.7	73.3	78.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	52	100	54.2	35.4	10.4	66.7	63.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	57.1	21.4	21.4	64.3	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	134	100	26.1	41.2	32.8	83.2	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	278	100	18.2	35.3	46.5	86.8	83.7	78.9	Yes	Yes
Gender										
Male	127	100	21.4	31.6	47	84.6	81.9	77	N/A	N/A
Female	151	100	15.6	38.3	46.1	88.7	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	211	100	13.1	34.3	52.5	89.4	89.2	87.2	Yes	Yes
African American	39	100	41.7	33.3	25	72.2	68	66.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	19	100	40	46.7	13.3	80	78.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	79.5	I/S	I/S
Disability Status										
Disabled	51	100	53.2	42.6	4.3	55.3	53.2	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	35.7	57.1	7.1	85.7	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	133	100	32.2	39	28.8	76.3	77.3	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	186	100	18.4	51.7	29.9	81.6	73.1	67.5
Gender								
Male	81	100	20.5	46.6	32.9	79.5	72.2	67
Female	105	100	16.8	55.4	27.7	83.2	73.9	68
Racial/Ethnic Group								
White	139	100	14.4	50.8	34.8	85.6	80.8	79.5
African American	24	100	34.8	52.2	13	65.2	51.8	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	15	100	N/AV	N/AV	N/AV	54.5	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
Disability Status								
Disabled	33	100	51.6	38.7	9.7	48.4	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	15	100	N/AV	N/AV	N/AV	54.5	57.3	59.6
Socio-Economic Status								
Subsided meals	89	100	31.3	58.8	10	68.8	64.3	55.1

Social Studies								
All Students	185	100	17.2	43.1	39.7	82.8	76.4	72.3
Gender								
Male	85	100	21	32.1	46.9	79	75.6	71.5
Female	100	100	14	52.7	33.3	86	77.3	73.2
Racial/Ethnic Group								
White	140	100	9.2	44.3	46.6	90.8	82.4	80.7
African American	28	100	50	42.3	7.7	50	59.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	11	100	36.4	45.5	18.2	63.6	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	72.2
Disability Status								
Disabled	34	100	59.4	37.5	3.1	40.6	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	68.3	67.9
Socio-Economic Status								
Subsided meals	89	100	31.3	46.3	22.5	68.8	68.7	62.1

Abbreviations for Missing Data

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	275	99.3	20.6	29.6	49.8	79.4	76.3	70.2	96.3	96
Gender										
Male	125	99.2	30.8	30.8	38.5	69.2	69.4	63.2	96.2	96
Female	150	99.3	12.1	28.6	59.3	87.9	83.3	77.5	96.3	96.1
Racial/Ethnic Group										
White	209	99	16.3	26	57.7	83.7	82.4	79.1	96	95.7
African American	40	100	35.1	37.8	27	64.9	59.4	57.6	96.5	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83.1	86.2	98	97.2
Hispanic	17	100	46.7	40	13.3	53.3	67.7	62.6	96.8	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	68.7	99.5	95.4
Disability Status										
Disabled	53	98.1	72.9	22.9	4.2	27.1	34.2	26.1	96	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	16	100	42.9	42.9	14.3	57.1	64.6	61.2	97.2	97.1
Socio-Economic Status										
Subsidized meals	132	99.2	35.6	32.2	32.2	64.4	68.2	58.9	95.7	95.7

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	96	100	11.8	23.5	64.7	88.2
	4	93	100	20	36.7	43.3	80
	5	90	100	14.3	41.7	44	85.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	96	100	21.2	30.6	48.2	78.8
	4	93	100	14.4	38.9	46.7	85.6
	5	89	100	19.3	36.1	44.6	80.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	49	100	16.3	41.9	41.9	83.7
	4	93	100	17.8	52.2	30	82.2
	5	44	100	22	61	17.1	78
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	47	100	19	38.1	42.9	81
	4	93	100	16.7	45.6	37.8	83.3
	5	45	100	16.7	42.9	40.5	83.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	94	98.9	15.5	20.2	64.3	84.5
	4	92	100	24.4	33.3	42.2	75.6
	5	89	98.9	21.7	34.9	43.4	78.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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