



Annie Burnside Elementary

7300 Patterson Road
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	300 Students	
Principal	Dr. Felecia Butler	803-783-5530
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average

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

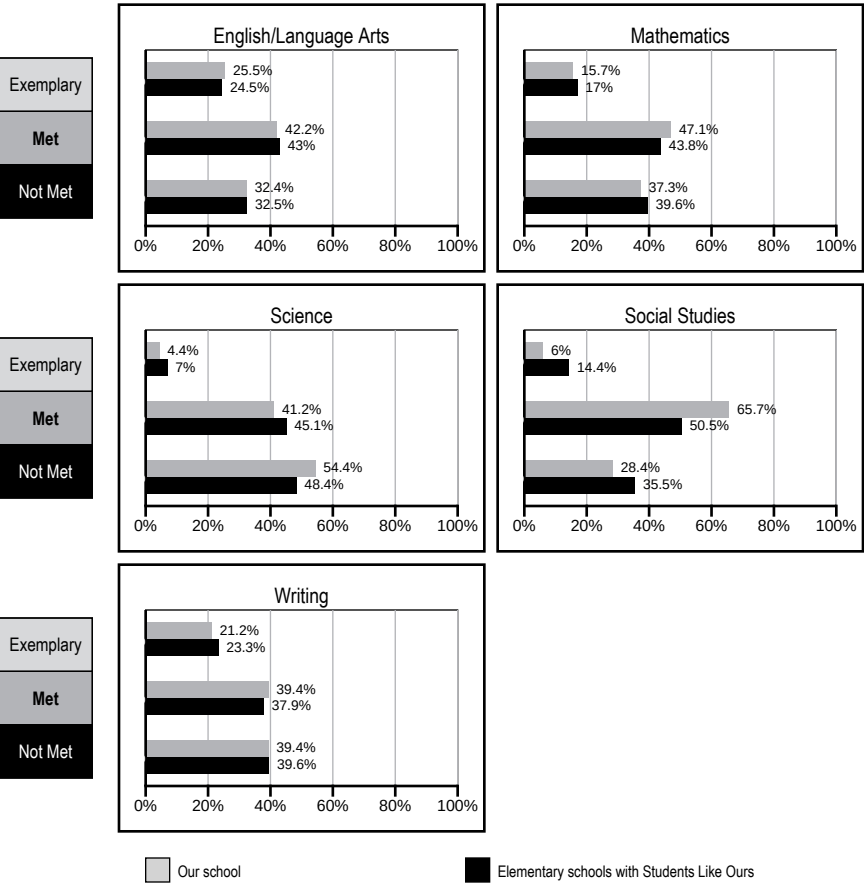
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	92	54	17

* 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=300)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.3%	Up from 3.0%	2.4%	1.9%
Attendance rate	94.7%	Down from 95.3%	96.1%	96.3%
Eligible for gifted and talented	5.8%	Down from 7.4%	4.4%	10.0%
With disabilities other than speech	7.3%	Down from 8.7%	8.1%	7.7%
Older than usual for grade	0.4%	No Change	0.9%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.7%	Up from 0.0%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	37.0%	Up from 30.8%	57.1%	59.4%
Continuing contract teachers	66.7%	Down from 69.2%	73.6%	80.0%
Teachers with emergency or provisional certificates	8.7%	Down from 9.5%	0.0%	0.0%
Teachers returning from previous year	82.1%	Down from 87.7%	83.6%	85.9%
Teacher attendance rate	93.3%	Down from 95.6%	95.1%	95.1%
Average teacher salary*	\$45,973	Up 7.2%	\$45,762	\$47,149
Professional development days/teacher	7.6 days	Down from 8.9 days	10.7 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	14.2 to 1	Down from 16.4 to 1	17.4 to 1	18.8 to 1
Prime instructional time	86.9%	Down from 88.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.6%	Up from 77.6%	100.0%	100.0%
Character development program	Good	Up from Average	Good	Excellent
Dollars spent per pupil**	\$8,089	Up 1.6%	\$8,306	\$7,458
Percent of expenditures for instruction**	76.6%	Down from 79.1%	68.5%	68.8%
Percent of expenditures for teacher salaries**	71.5%	Down from 75.5%	62.1%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Burnside Elementary, "we come to school to learn and we will learn." Each day we recite these words as part of our school pledge. Faculty, staff, and students work together as a learning community to keep our focus on student learning. We begin each week with a Monday Community Meeting to recognize students' outstanding achievement from the previous week. We firmly believe in our students and take every opportunity to express our satisfaction when they try their best to be good citizens and good students. We were pleased to meet 11 of the 13 objectives required by U.S. Department of Education for AYP and to have our volunteer group named the District's and Governor's Volunteer Group of the Year.

This year, the faculty embraced the support they received for professional development from Title I and the use of Technical Assistance money. Teachers participated in numerous school-based, district and regional workshops/sessions to enhance their skills. The addition of our literacy coach working closely with the curriculum resource teacher led to better utilization of data to drive instructional decisions. Professional Learning Teams were in full swing this year and teachers, consultants, Literacy Coach, CRT, and the principal met twice a week to focus on ELA and math.

We strengthened our instructional program by adding the use of support staff to tutor small groups of students in math and reading for thirty minutes in the mornings four days a week throughout the school year. Our after-school program operated three days a week and provided targeted support to third- through fifth-grade students. The use of Dominie, Breakthrough To Literacy, SuccessMaker, and MAP data helped to focus our attention on curricula strands to address skill gaps.

Class size was reduced at all grade levels and we concentrated our efforts with additional staff to address the math needs of our third- through fifth-graders and all our students with learning disabilities and documented behavioral concerns. We implemented a Response to Intervention Team comprised of the principal, psychologist, social worker, parent educator, nurse, resource teacher, curriculum resource teacher, and literacy coach to address challenging academic and behavioral issues. We partnered with two local churches to initiate Families Helping Families to serve families of targeted second and third graders. We also partnered with Fort Jackson soldiers to mentor students.

Our progress towards a larger percentage of students scoring exemplary is dependent on two main factors. More students must show a willingness to do their best work and to use acceptable social skills during interactions with peers and adults. More parents must become actively involved in reinforcement of skills at home.

We will continue our efforts to be a family/community-friendly school while emphasizing the need for academic excellence and respect for our learning environment. We will continue to encourage more parent participation in areas that will positively influence our students' academic achievement and behavior.

Mr. Roger Gounaud, SIC Chairperson
Dr. Felicia Butler, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	38	25
Percent satisfied with learning environment	88.9%	91.9%	87.5%
Percent satisfied with social and physical environment	88.9%	89.5%	79.2%
Percent satisfied with school-home relations	52.9%	91.9%	87.5%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	1.2%	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	1.4%	0.0%	No
Student attendance rate	94.7%	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	112	100	32.4	42.2	25.5	83.3	78.6	82.8	Yes	Yes
Gender										
Male	61	100	31.5	46.3	22.2	81.5	74.4	79.3	N/A	N/A
Female	51	100	33.3	37.5	29.2	85.4	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	90	100	33.8	43.8	22.5	82.5	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	20	100	30	35	35	85	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	68.8	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	27.8	38.9	33.3	88.9	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	101	100	34.1	45.1	20.9	82.4	74.1	75.5	Yes	Yes

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

All Students	112	100	37.3	47.1	15.7	74.5	70.3	78.9	Yes	Yes
Gender										
Male	61	100	37	44.4	18.5	75.9	67.8	77	N/A	N/A
Female	51	100	37.5	50	12.5	72.9	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	90	100	43.8	43.8	12.5	70	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	20	100	15	55	30	90	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	17	100	N/AV	N/AV	N/AV	50	36.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	16.7	50	33.3	88.9	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	101	100	39.6	49.5	11	72.5	64	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

	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	75	100	54.4	41.2	4.4	45.6	58.1	67.5
Gender								
Male	42	100	48.6	48.6	2.7	51.4	57	67
Female	33	100	61.3	32.3	6.5	38.7	59.1	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	85.9	79.5
African American	62	100	60	36.4	3.6	40	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	12	100	33.3	58.3	8.3	66.7	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	13	100	N/AV	N/AV	N/AV	16.7	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	53.2	59.6
Socio-Economic Status								
Subsided meals	68	100	57.4	41	1.6	42.6	49.1	55.1

Social Studies

All Students	72	100	28.4	65.7	6	71.6	65.2	72.3
Gender								
Male	40	100	27.8	66.7	5.6	72.2	63.1	71.5
Female	32	100	29	64.5	6.5	71	67.2	73.2
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	55	100	32	60	8	68	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	15	100	N/AV	N/AV	N/AV	80	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	15	100	N/AV	N/AV	N/AV	80	63.6	67.9
Socio-Economic Status								
Subsided meals	65	100	30	63.3	6.7	70	58	62.1

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	112	99.1	39.4	39.4	21.2	60.6	63.9	70.2	94.7	95.9
Gender										
Male	62	98.4	42.9	39.3	17.9	57.1	55.8	63.2	94.8	95.7
Female	50	100	35.4	39.6	25	64.6	71.9	77.5	94.7	96.2
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	86.2	79.1	93.4	96
African American	89	100	41.5	37.8	20.7	58.5	58	57.6	94.6	95.9
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	81.9	86.2	97.2	96.4
Hispanic	20	100	35	40	25	65	63.8	62.6	95.4	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	28.6	22.3	26.1	94.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	19	94.7	33.3	44.4	22.2	66.7	61.2	61.2	95.3	96.2
Socio-Economic Status										
Subsidized meals	96	100	40.4	42.7	16.9	59.6	56.7	58.9	94.7	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	38	100	35.3	32.4	32.4	64.7
	4	35	100	33.3	48.5	18.2	66.7
	5	39	100	28.6	45.7	25.7	71.4
	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	38	100	50	32.4	17.6	50
	4	35	100	24.2	54.5	21.2	75.8
	5	39	100	37.1	54.3	8.6	62.9
	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	21	100	50	44.4	5.6	50
	4	35	100	45.5	51.5	3	54.5
	5	19	100	76.5	17.6	5.9	23.5
	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	17	100	N/AV	N/AV	N/AV	62.5
	4	35	100	30.3	66.7	3	69.7
	5	20	100	16.7	66.7	16.7	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	38	100	55.6	22.2	22.2	44.4
	4	36	97.2	39.4	42.4	18.2	60.6
	5	38	100	22.9	54.3	22.9	77.1
	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

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