



EDMUND A BURNS ELEMENTARY

3750 Dorchester Rd.
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	431 Students	
Principal	Deborah Smith	843-745-7113
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	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 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

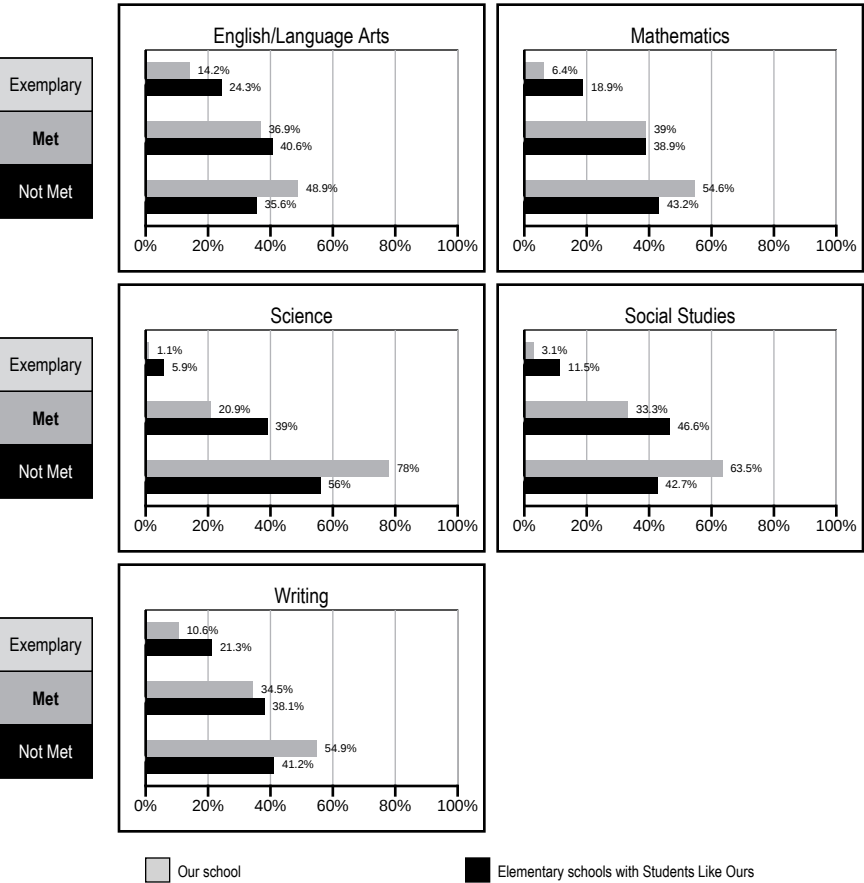
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	64	50	21

* Ratings are calculated with data available by 03/09/2011.

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=431)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 3.8%	1.5%	1.2%
Attendance rate	96.8%	Up from 96.0%	95.9%	96.1%
Eligible for gifted and talented	1.7%	Up from 1.0%	4.1%	11.7%
With disabilities other than speech	8.5%	Up from 7.7%	8.4%	8.0%
Older than usual for grade	0.7%	Up from 0.6%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.8%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	42.9%	Up from 37.5%	58.6%	60.5%
Continuing contract teachers	65.7%	Up from 65.0%	78.4%	84.6%
Teachers with emergency or provisional certificates	3.6%	Up from 3.0%	0.0%	0.0%
Teachers returning from previous year	81.4%	Up from 76.7%	82.5%	87.0%
Teacher attendance rate	98.7%	Up from 95.9%	95.4%	95.4%
Average teacher salary*	\$44,471	Down 0.2%	\$45,243	\$47,288
Professional development days/teacher	5.0 days	Up from 4.3 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 15.1 to 1	17.0 to 1	19.2 to 1
Prime instructional time	95.3%	Up from 91.6%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,167	Up 1.5%	\$8,827	\$7,548
Percent of expenditures for instruction**	71.5%	No Change	68.1%	68.7%
Percent of expenditures for teacher salaries**	64.7%	Down from 66.6%	62.4%	65.1%

* 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

Edmund A. Burns Elementary School is an urban elementary school serving 432 pre-kindergarten through fifth grade students. The percentage of students at poverty level is 98%. Parents and staff have analyzed a variety of school-performance and test data to determine the most effective use of federal, state, and local resources. Data sources include teacher/student/parent surveys and PASS, AYP, and Measures of Academic Progress (MAP) data.

The school failed to make Adequate Yearly Progress for the past six years. 2009 PASS scores in grades 3-5 indicate that 49.1% of students scored not met in ELA, 67.1% of students scored not met in Math, 73.7% of students scored not met in Science, and 49.6% of students scored not met in Social Studies. There is a critical need for improvement in student achievement in all core subject areas. Based on this data the school has been reconstituted.

Our primary focus is increasing student achievement and improving the rate of student attendance. To address the challenges of issues such as the high mobility of students and historically low scores on the PASS test, and to deliver high student achievement, we utilize federal and state money to reduce class sizes to address differentiation in instruction, provide technical assistance to teachers, offer Early Childhood programs to 4-year-olds, ensure struggling students receive remediation or extended time, and have on-site community partners to provide assistance to students and their families.

Teacher/student/parent surveys were analyzed to reveal a need for continued implementation and support of Charleston County School Districts Coherent Curriculum, effective integration of content areas, increased integration of technology, parent and community collaboration, more effective and efficient classroom instruction, and improved student daily attendance affected by truancy and suspension.

Together with the parents, community, teachers and staff, we believe we will turn Burns into a high performing school.

Deborah J. Smith, Principal
Clifford Fulmore, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	51	34
Percent satisfied with learning environment	79.4%	73.5%	72.7%
Percent satisfied with social and physical environment	77.1%	78.0%	72.7%
Percent satisfied with school-home relations	52.9%	78.0%	81.3%

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

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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	RP-DELAY
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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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	165	99.4	48.9	36.9	14.2	69.5	85	83.5	Yes	Yes
Gender										
Male	83	98.8	56.2	31.5	12.3	64.4	81.6	80.1	N/A	N/A
Female	82	100	41.2	42.6	16.2	75	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	95.3	89.6	I/S	I/S
African American	159	99.4	50.7	34.6	14.7	68.4	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	25	96	N/A	N/A	N/A	29.4	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	156	99.4	47.7	37.1	15.2	70.5	76.4	76.9	Yes	Yes

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

All Students	165	100	54.6	39	6.4	61.7	81	80.4	Yes	Yes
Gender										
Male	83	100	53.4	37	9.6	61.6	78.9	78.4	N/A	N/A
Female	82	100	55.9	41.2	2.9	61.8	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	94.5	87.8	I/S	I/S
African American	159	100	55.1	38.2	6.6	60.3	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	25	100	N/A	N/A	N/A	11.8	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	156	100	55.3	37.9	6.8	62.1	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	109	100	78	20.9	1.1	22	67.4	67.3
Gender								
Male	55	100	N/A	N/A	N/A	25	66.2	66.9
Female	54	100	81.4	16.3	2.3	18.6	68.5	67.7
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	89	79.6
African American	103	100	80.2	18.6	1.2	19.8	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	16	100	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	101	100	75.9	22.9	1.2	24.1	49.3	55.4

Social Studies

All Students	110	100	63.5	33.3	3.1	36.5	73.8	70.9
Gender								
Male	54	100	70	26	4	30	72.3	70.1
Female	56	100	56.5	41.3	2.2	43.5	75.3	71.7
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	90.1	79.2
African American	108	100	63.2	33.7	3.2	36.8	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	17	100	N/A	N/A	N/A	7.7	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	104	100	63.3	33.3	3.3	36.7	60.2	60.8

Abbreviations for Missing Data

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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	160	99.4	54.9	34.5	10.6	45.1	75	72.1	96.8	95.7
Gender										
Male	81	100	60.8	32.4	6.8	39.2	69.1	65.2	96.5	95.5
Female	79	98.7	48.5	36.8	14.7	51.5	81	79.2	97.1	95.8
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	91	80.8	93.8	95.8
African American	154	99.4	55.5	34.3	10.2	44.5	60.2	59.7	96.8	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.7	64.6	98.6	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	99.9	95.6
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	N/AV	28.4	27.7	96.1	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63.5	63.7	98.5	96.3
Socio-Economic Status										
Subsidized meals	151	99.3	54.9	34.6	10.5	45.1	61.1	61.9	96.8	95.2

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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	57	100	46.9	44.9	8.2	53.1
	4	67	100	48.3	43.3	8.3	51.7
	5	76	100	53	42.4	4.5	47
	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
2010	3	49	98	46.2	35.9	17.9	53.8
	4	54	100	56.5	34.8	8.7	43.5
	5	62	100	44.6	39.3	16.1	55.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	57	100	73.5	22.4	4.1	26.5
	4	67	100	51.7	33.3	15	48.3
	5	76	100	75.8	22.7	1.5	24.2
	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
2010	3	49	100	56.4	38.5	5.1	43.6
	4	54	100	54.3	43.5	2.2	45.7
	5	62	100	53.6	35.7	10.7	46.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	30	100	N/AV	N/AV	N/AV	24
	4	67	100	70	26.7	3.3	30
	5	40	100	N/AV	N/AV	N/AV	20.6
	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
2010	3	25	100	N/A	N/A	N/A	11.1
	4	54	100	N/A	N/A	N/A	10.9
	5	30	100	51.9	44.4	3.7	48.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	28	100	45.8	41.7	12.5	54.2
	4	67	100	43.3	55	1.7	56.7
	5	39	100	62.5	28.1	9.4	37.5
	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
2010	3	24	100	N/A	N/A	N/A	42.9
	4	54	100	71.7	26.1	2.2	28.3
	5	32	100	55.2	37.9	6.9	44.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	56	100	52.1	33.3	14.6	47.9
	4	67	100	51.6	41.9	6.5	48.4
	5	75	100	69.2	23.1	7.7	30.8
	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
2010	3	45	100	N/AV	N/AV	N/AV	48.7
	4	54	98.2	58.7	30.4	10.9	41.3
	5	61	100	54.4	28.1	17.5	45.6
	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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