



Burns Elementary

3750 Dorchester Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	423 Students	
Principal	Deborah Smith	843-745-7113
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	At-Risk	At-Risk
2011	At-Risk	At-Risk
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

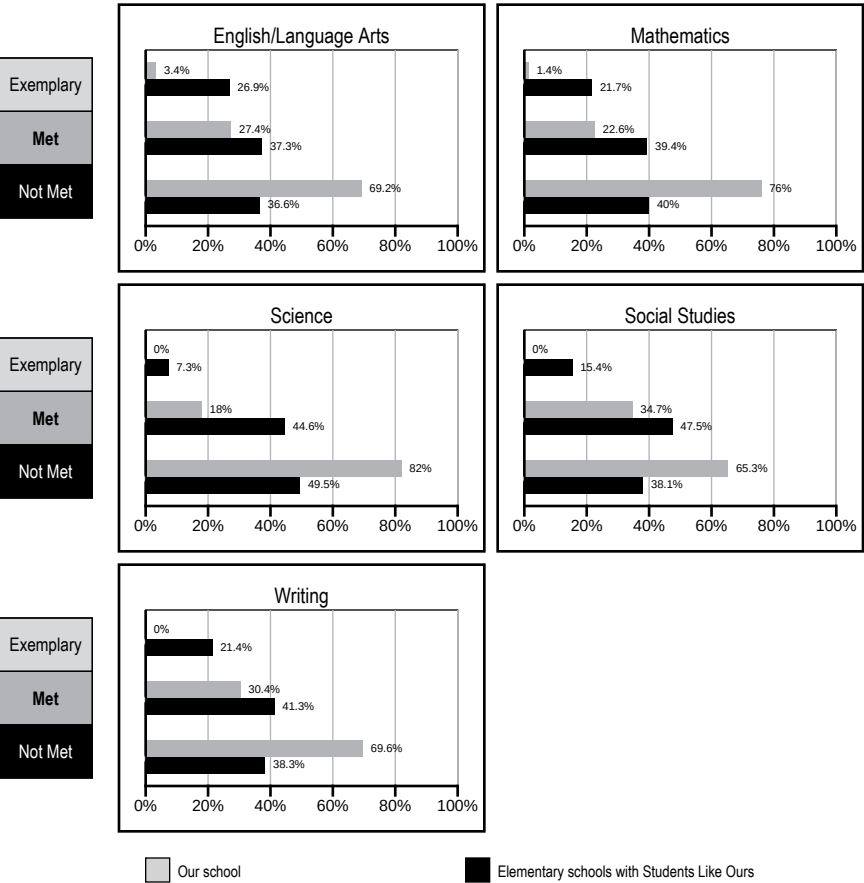
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	77	47	19

* Ratings are calculated with data available by 11/07/2012.

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=423)				
First graders who attended full-day kindergarten	98.3%	Down from 100.0%	100.0%	100.0%
Retention rate	1.1%	Up from 0.8%	1.3%	1.0%
Attendance rate	95.8%	Up from 95.6%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.7%	Up from 1.0%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	42.1%	No Change	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	64.4%	No Change	85.3%	88.7%
Teacher attendance rate	98.7%	Up from 97.6%	95.4%	95.1%
Average teacher salary*	\$40,988	Up 2.1%	\$44,974	\$47,210
Professional development days/teacher	15.0 days	Up from 3.2 days	9.5 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 16.7 to 1	18.0 to 1	20.0 to 1
Prime instructional time	94.5%	Up from 93.1%	90.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	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**	\$8,326	Up 0.2%	\$8,388	\$7,247
Percent of expenditures for instruction**	70.4%	Up from 69.4%	66.1%	68.2%
Percent of expenditures for teacher salaries**	67.5%	Up from 65.1%	62.9%	65.7%

* 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

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, Measures of Academic Progress (MAP) data.

The school failed to make Adequate Yearly Progress last year. 2011 PASS scores in grades 3-5 indicated that 70.5% of students scored not met in ELA, 74.0% of students scored not met in Math, 73.7% of students scored not met in Science and 72.2% 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 focused on the literacy workshop model and Every Day math curriculum this year.

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 deliver high student achievement, we utilize federal and state money to reduce class size to address differentiation in instruction, provide technical assistance to teachers, offer Early Childhood programs to 4-year-olds, insure 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 and revealed a need for continued implementation and support of Charleston County School District's 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	22	40	38
Percent satisfied with learning environment	77.3%	85.0%	70.3%
Percent satisfied with social and physical environment	77.3%	80.0%	70.3%
Percent satisfied with school-home relations	54.5%	87.5%	83.3%

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

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	69.8
Overall Grade Conversion	D

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Burns Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	604.4	592.9	568.3	587.1	98.8	98.8
Male	602.8	594.5	565.7	590.3	97.9	97.9
Female	606.4	590.8	572.4	584.3	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	604.8	592.8	568.6	587.7	98.8	98.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	583.5	568.7	544.4	566.5	97.1	97.1
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	604.8	593.2	568.9	588.0	99.4	99.4
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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

2011	3	60	98.3	76.9	15.4	7.7	23.1
	4	59	100	60.4	37.5	2.1	39.6
	5	52	100	73.9	23.9	2.2	26.1
	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
2012	3	58	100	60.4	35.4	4.2	39.6
	4	61	96.7	76.5	19.6	3.9	23.5
	5	52	100	69.6	28.3	2.2	30.4
	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

2011	3	60	100	N/AV	N/AV	N/AV	15.4
	4	59	100	66.7	31.3	2.1	33.3
	5	52	100	69.6	26.1	4.3	30.4
	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
2012	3	58	100	N/AV	N/AV	N/AV	33.3
	4	61	96.7	84.3	13.7	2	15.7
	5	52	100	76.1	21.7	2.2	23.9
	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

2011	3	30	100	N/AV	N/AV	N/AV	N/AV
	4	59	100	N/AV	N/AV	N/AV	20.8
	5	24	100	N/AV	N/AV	N/AV	4.5
	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
2012	3	31	96.8	N/AV	N/AV	N/AV	12
	4	61	96.7	N/AV	N/AV	N/AV	13.7
	5	24	100	N/AV	N/AV	N/AV	36.4
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	30	100	N/AV	N/AV	N/AV	12
	4	59	100	60.4	37.5	2.1	39.6
	5	28	100	N/AV	N/AV	N/AV	20.8
	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
2012	3	27	100	N/AV	N/AV	N/AV	27.3
	4	61	96.7	N/AV	N/AV	N/AV	41.2
	5	28	96.4	N/AV	N/AV	N/AV	30.4
	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
Writing							
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	52	100	70.2	25.5	4.3	29.8
	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
2012	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	52	98.1	N/AV	N/AV	N/AV	31.1
	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

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample