Edmund A. Burns Elementary
3750 Dorchester Road
North Charleston, SC 29405



South Carolina State Report Card

State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

Grades:	PK-5 Elementary	**Principal:**	L. Lynn Owings
Enrollment:	573 students	**Superintendent:**	Mr. Michael L. Bobby, Acting Superinte
School Phone:	843-745-7113	**Board Chair:**	Mrs. Cindy Bohn Coats
School Website:	http://burns.ccsdschools.com/		



Profile of the SC Graduate

World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences*

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

* 21st Century core courses in Social Sciences include History, Geography, Economics, Government and Civics.

WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by …

Burns Elementary is helping all students develop the world class skills and life and career characteristics of the Profile of the SC Graduate through our commitment to excellence. Our vision is to empower every student in a safe, engaging environment. We believe in holding ourselves accountable for preparing all students for the challenges and opportunities in an advancing global world. Our programs, beginning in preschool, are designed to ensure that all students have the opportunity to prepare for college and for the future of their choice. All students are challenged in a personalized, rigorous, standards-based environment. Each student is an active partner in their learning. They must accept the responsibility to challenge themselves to strive for personal success.

Our curriculum is designed to engage students in thinking, planning, hands-on learning, problem solving, social emotional confidence building, and community outreach initiatives. We are proud of the diversity in our school family and we work to have courageous conversations to better serve our students and close the achievement and discipline gap using a culturally responsive educational approach.We have a systems approach that defines our actions and monitors our growth. We challenge ourselves to continually improve through ongoing, well designed professional learning and coaching.

We continue to improve our partnership with the community which is built upon mutual respect. We expect our parents to support their child daily with school work and to require excellence. We encourage them to partner with us by being active in school-to-home communication and programs. Students learn best when staff, parents and community work together on behalf of education.

Collaboration with community agencies continues to provide needs-based assistance for families. Family initiatives include parenting sessions, homework folders, weekly courier folders, monthly school events calendars, newsletters, calls, emails, progress reports, report cards, notes, and conferences. We enrich the lives of all students by incorporating fine arts through Engaging Creative Minds and Yo Art, field trips, swimming, ballet, and scouts.

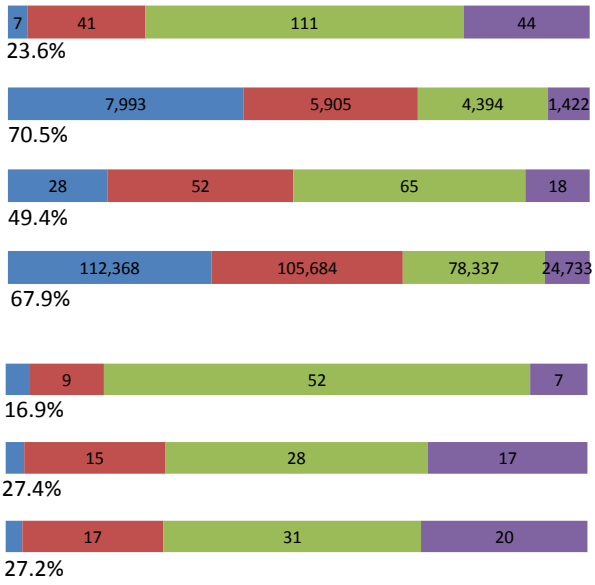
Efforts to encourage family involvement include volunteers, family input on decision-making teams and monthly Parent Power sessions. Community partners include two local colleges, a local church, the mayor's office, and community organizations that provide support such as Communities in Schools, Reading Partners, and Reading with Realtors.

L. Lynn Owings, Principal
Cassandra Williams, SIC Chair

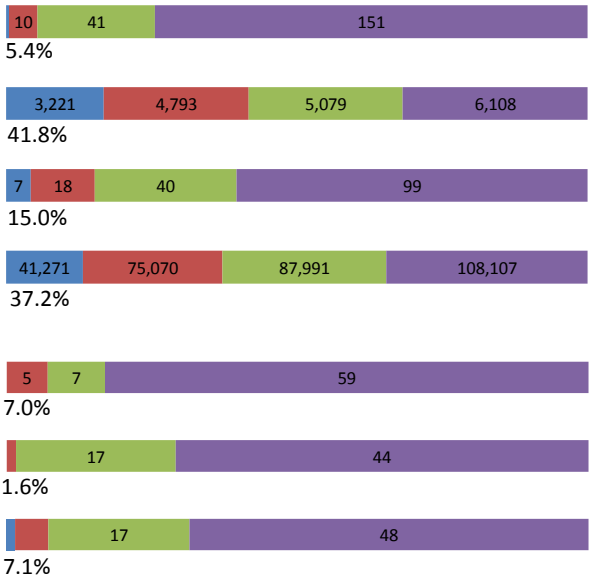
KNOWLEDGE

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing

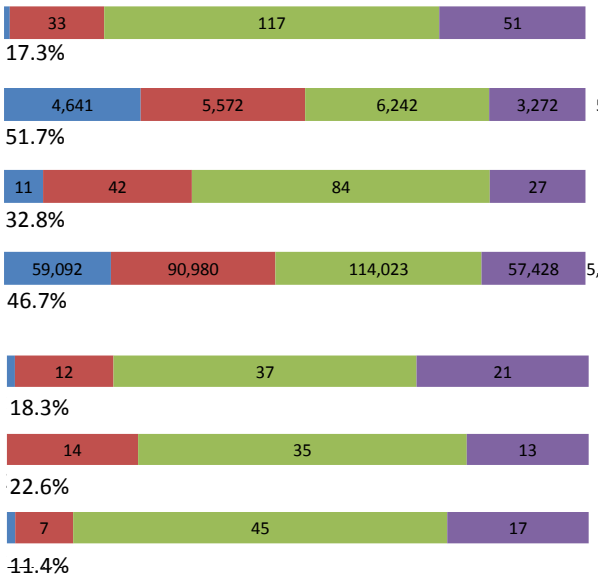
ENGLISH



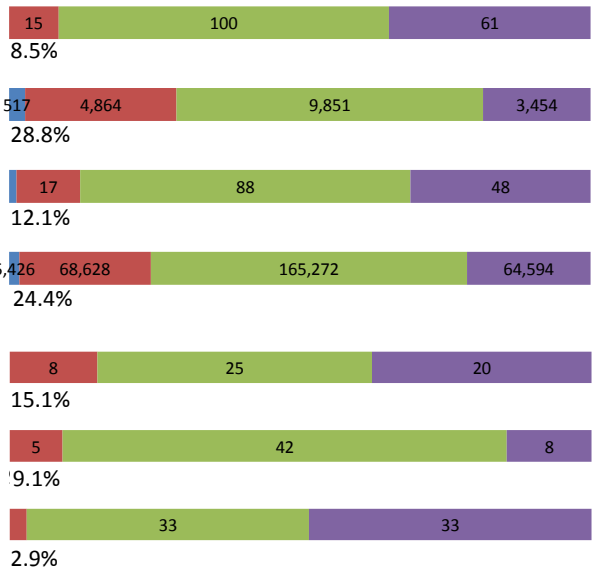
READING



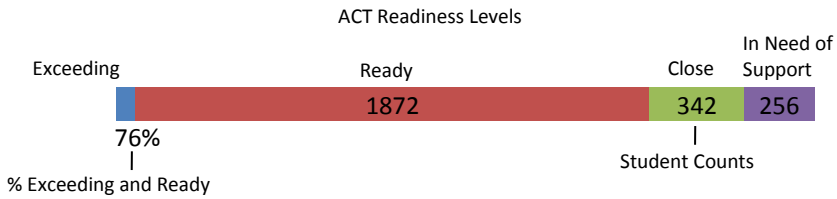
MATHEMATICS



WRITING



Results for groups with 4 or fewer students are not shown

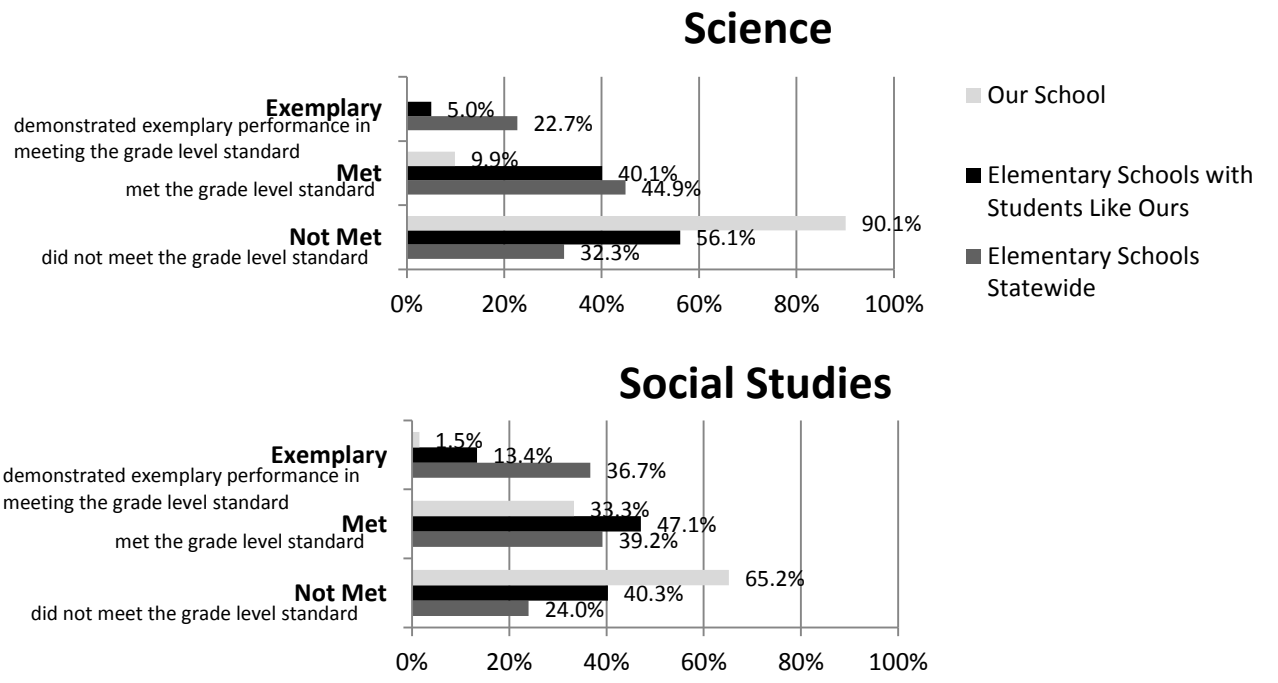


Abbreviations for Missing Data

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

KNOWLEDGE

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.



Science SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
9.7	10.1
Social Studies SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
46.8	24.3

Note: Results include SC-Alt assessment results.

Exemplary	**"Exemplary"**: student demonstrated exemplary performance in meeting the grade level standard.
Met	**"Met"**: student met the grade level standard.
Not Met	**"Not Met"**: student did not meet the grade level standard.

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.

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OPPORTUNITIES

For students to meet the profile of the SC Graduate

	Our School	Change from Last Year	Elementary Schools with students like ours
Students (n = 573)			
Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index)	96.1	Down from 99.3%	N/A
Attendance Rate	94.3	Down from 95.7%	95.0
With disabilities	12.8	Down from 13.5%	13.1
Out of school suspensions or expulsions for violent and/or criminal offenses	1.9	Down from 6.6%	0.0
Percentage of students served by gifted and talented programs	0.5	Down from 0.7%	1.9
Percentage of students retained	0.8	Down from 1.9%	1.4
Teachers (n = 42)			
Percentage of teachers with advanced degrees	52.4	Up from 47.9%	59.1
Percentage of teachers on continuing contract	47.6	Up from 43.8%	69.0
Teachers returning from previous year	62.1	Down from 70.4%	80.8
Teacher attendance rate	95.7	Down from 96.5%	95.0
Average teacher salary*	$45,267	Down 1.9%	$46,369
Professional development days / teacher	20.1 days	Down from 22.4 days	10.1 days
Percentage of teacher vacancies for more than 9 weeks	0.0	N/A	2.2
School			
Principal's years at school	3.0	Up from 2.0	3.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 19.4 to 1	18.6 to 1
Prime instructional time	88.6	Down from 91.6%	89.1
Opportunities in the arts	Good	No change	Good
Opportunities in foreign languages	Poor	N/A	Poor
AdvancEd (SACS) accreditation	No	No change	Yes
Parents attending conferences	100.0	No change	100.0
Character development program	Good	No change	Good
Avg. age of books / electronic media in the school library	13.0	N/A	15.8
Number of resources available per student in the school library media center	17.9	N/A	33.7
Bandwidth capacity per student	N/A	N/C	N/A
Percent of classrooms with wireless access	N/A	N/C	N/A
District-issued learning devices per student	N/A	N/C	0.8
District-issued technology devices per teacher	N/A	N/C	2.1
Percentage of classes not taught by highly qualified teachers	8.8	Down from 9.9%	1.0
Dollars spent per pupil**	$10,508	Up 0.9%	$8,565
Percent of expenditures for instruction**	68.7	Up from 68.5%	64.1
Percent of expenditures for teachers' salaries**	69.1	Down from 69.5%	65.1

* Includes current year teachers contracted for 190 days or more.

** Prior year audited financial data are reported.

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OPPORTUNITIES

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents	Teachers	Students*	Parents*
Number of surveys returned	22	64	20
Percent satisfied with learning environment	77.3	85.9	75.0
Percent satisfied with social and physical environment	54.6	73.0	73.7
Percent satisfied with school-home relations	31.8	75.7	55.0

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

State Ratings History of School

Year	Absolute Rating	Growth Rating
2014	At-Risk	Average
2013	At-Risk	Average
2012	At-Risk	At-Risk

Based on state law, schools will not be rated for state accountability purposes until Fall 2017.

Additional Resources

SC State Content Standards
Family-Friendly Guides to the SC Content Standards
2014-15 Accountability Manual
Report Card Data Files
ESEA Data Files

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