



## BURGESS ELEMENTARY

9645 Scipio Lane  
Myrtle Beach, SC 29588

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	592 Students	
<b>Principal</b>	Donna Hooks	843-650-4600
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Good
2007	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 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://eoc.sc.gov>

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

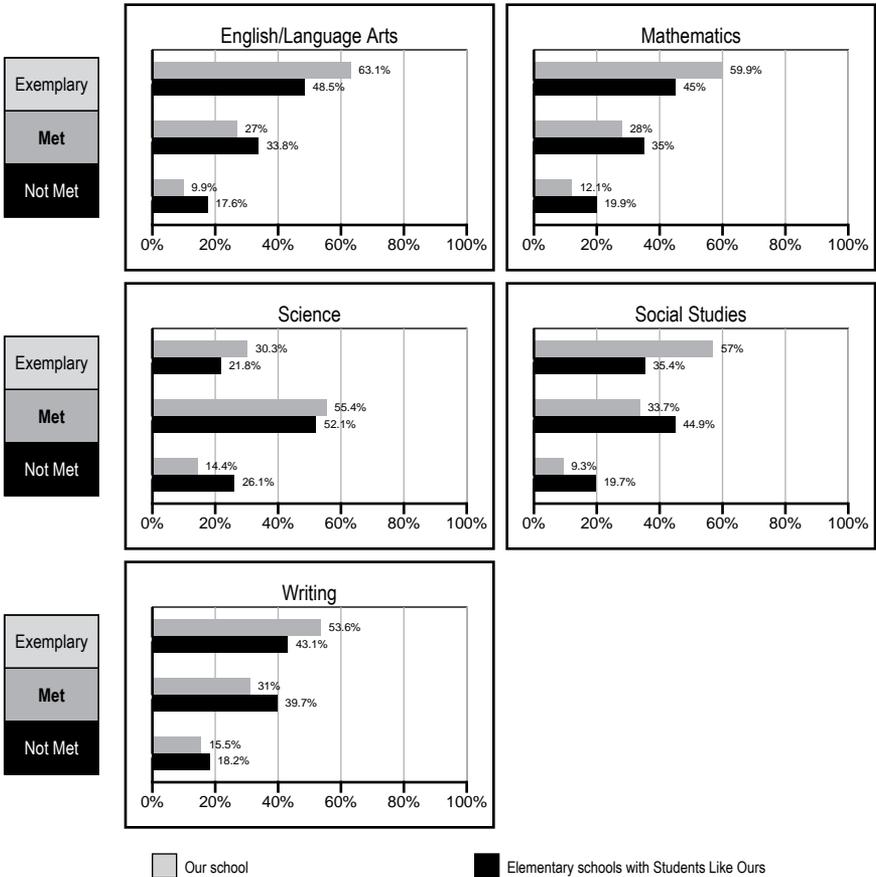
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
32	37	19	0	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=592)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Up from 0.3%	0.9%	1.1%
Attendance rate	95.5%	Down from 95.9%	96.2%	96.2%
Served by gifted and talented program	25.8%	Up from 21.2%	19.1%	13.4%
With disabilities other than speech	4.1%	Down from 10.2%	3.9%	4.1%
Older than usual for grade	0.3%	Up from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	58.3%	Up from 52.8%	65.0%	62.5%
Continuing contract teachers	94.4%	Up from 88.9%	90.9%	88.2%
Teachers returning from previous year	86.4%	N/A	89.6%	87.8%
Teacher attendance rate	95.4%	Up from 95.3%	95.3%	95.2%
Average teacher salary*	\$45,572	Up 5.1%	\$48,010	\$46,773
Professional development days/teacher	17.8 days	Up from 17.4 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 20.7 to 1	20.8 to 1	19.9 to 1
Prime instructional time	87.9%	Up from 87.7%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,011	Up 1.7%	\$7,127	\$7,447
Percent of expenditures for instruction**	65.9%	Down from 66.0%	68.8%	68.4%
Percent of expenditures for teacher salaries**	61.7%	Up from 61.3%	66.3%	65.8%

\* 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

What a wonderful year of celebrations we have had at Burgess Elementary School! We were awarded the Palmetto Gold Award for Outstanding Student Academic Performance and the Palmetto Silver Award for Closing Achievement Gaps in 2010-11. We were also a finalist for the Carolina First Palmetto's Finest Award. Margaret Bounds was selected as the SC History Teacher of the Year. Pam Petty was selected as our Teacher of the Year and was a top five finalist for Horry County Schools Teacher of the Year.

At Burgess Elementary we strive daily to move every student to higher levels of learning. With our use of DIBELS and MAP data, teacher observation, daily progress, and benchmark tests, we continually monitored each child, set and charted goals, and celebrated individual and school successes. Our students experienced differentiated instruction in classroom workstations across curriculum areas and hands-on outdoor classroom experiences in our Rain, Habitat, and Art Gardens. We preserved our community's rich history and featured interactive activities and exhibits in the Burgess Elementary School Museum. In recognition of this historical habitat, we received the SC Council for the Social Studies Program of Excellence Award.

Civic, personal, and social responsibilities are priorities at Burgess Elementary and were taught through classroom lessons, guidance activities, and a school-wide focus on lifeskills and lifelong guidelines. Each grade level participated in service learning opportunities, and we won Horry County Schools Service Learning Award at the elementary level. We received Carolina Recycling Association's School Recycling Program of the Year Award and DHEC's All Health Team Gold Award. We participated in Make-A-Wish, Cranes for Kids, the Helping Hand Canned Food Drive, Myrtle Beach Family Fun Run, March for Babies, and Jump Rope for Heart. After school clubs that encouraged creative interests included Student Council, Drama Club, Art Club, Walking Club, Archery Club, Garden Club, Cooking Club, and Technology Club.

The success of any school requires the support of an involved School Improvement Council, active PTO, faithful volunteers, and generous business partners. Our SIC led efforts to improve school grounds, decrease childhood obesity, enhance family involvement and increase fine arts opportunities and received the SC SIC Dick and Tunky Riley Award. This year's PTO sponsored many events and raised funds to purchase additional supplies and materials. Volunteers included parents, grandparents, and community members who served as Rockin' Readers, mentors and tutors, chaperoned study trips, and worked during other school-wide activities. Our business partners supplied student and staff incentives.

Our mission, in partnership with our community, is to provide a safe and nurturing learning habitat that develops lifelong leaders and learners as responsible members of society. Burgess Elementary School...simply the BEST!

Donna Hooks, Principal  
Mark Mitchell, School Improvement Council Chair, 2010-2011

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	86	61
Percent satisfied with learning environment	100.0%	84.9%	95.0%
Percent satisfied with social and physical environment	96.4%	86.0%	89.7%
Percent satisfied with school-home relations	100.0%	82.6%	93.1%

\* 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

NO

This school met 20 out of 21 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%**	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	299	100	9.9	27	63.1	94.3	85.5	82.4	Yes	Yes
<b>Gender</b>										
Male	144	100	12.5	25.7	61.8	93.4	82.5	78.7	N/A	N/A
Female	155	100	7.5	28.1	64.4	95.2	88.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	218	100	5.8	26.2	68	97.1	90.1	88.9	Yes	Yes
African American	45	100	19.5	26.8	53.7	90.2	73.6	72.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	28	100	29.6	37	33.3	77.8	81.3	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	48	100	40.4	25.5	34	80.9	55.8	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	31.8	36.4	31.8	77.3	80.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	151	100	15.3	30.7	54	92	80.6	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	299	100	12.1	28	59.9	90.8	86	81.9	Yes	Yes
<b>Gender</b>										
Male	144	100	12.5	25.7	61.8	91.2	84.1	79.9	N/A	N/A
Female	155	100	11.6	30.1	58.2	90.4	88.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	218	100	7.8	24.3	68	94.2	90.8	88.9	Yes	Yes
African American	45	100	29.3	39	31.7	78	73.1	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	28	100	22.2	37	40.7	81.5	83.2	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	48	100	44.7	27.7	27.7	63.8	55.6	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	22.7	45.5	31.8	81.8	82.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	151	100	17.5	38.7	43.8	87.6	81.4	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	208	100	14.4	55.4	30.3	85.6	74.8	68.6
<b>Gender</b>								
Male	98	100	14	55.9	30.1	86	74.4	68.3
Female	110	100	14.7	54.9	30.4	85.3	75.2	68.9
<b>Racial/Ethnic Group</b>								
White	153	100	9	57.6	33.3	91	83	80.7
African American	26	100	39.1	43.5	17.4	60.9	53.8	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	22	100	23.8	57.1	19	76.2	66.2	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78	70.8
<b>Disability Status</b>								
Disabled	37	100	33.3	47.2	19.4	66.7	41.7	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	17	100	27.8	50	22.2	72.2	65.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	109	100	24.2	54.5	21.2	75.8	66.8	57.3
<b>Social Studies</b>								
All Students	204	100	9.3	33.7	57	90.7	77.8	72.5
<b>Gender</b>								
Male	99	100	12.8	23.4	63.8	87.2	77.5	72
Female	105	100	6.1	43.4	50.5	93.9	78.1	73.1
<b>Racial/Ethnic Group</b>								
White	145	100	6.6	30.9	62.5	93.4	83.7	81
African American	31	100	16.7	43.3	40	83.3	61.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	24	100	17.4	34.8	47.8	82.6	75.4	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.6	73.5
<b>Disability Status</b>								
Disabled	33	100	37.5	37.5	25	62.5	46	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	18	100	16.7	38.9	44.4	83.3	75.3	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	104	100	12.5	38.5	49	87.5	71	62.9

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
<b>Writing</b>										
All Students	90	100	15.5	31	53.6	84.5	76.6	73.2	95.5	95.8
<b>Gender</b>										
Male	46	100	20.9	34.9	44.2	79.1	71.3	67.2	95.7	95.8
Female	44	100	9.8	26.8	63.4	90.2	82.2	79.4	95.3	95.8
<b>Racial/Ethnic Group</b>										
White	63	100	13.6	28.8	57.6	86.4	82.2	81.5	95.4	95.5
African American	19	100	23.5	29.4	47.1	76.5	61	61.3	95.8	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	87	96.6	96.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.7	66.7	95.4	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81	72.2	97.8	94.4
<b>Disability Status</b>										
Disabled	14	100	57.1	35.7	7.1	42.9	32.7	26	95.4	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69.4	65.7	95.2	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	40	100	29.4	23.5	47.1	70.6	69.2	63.2	94.7	95.5

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
<b>English/Language Arts</b>							
<b>2010</b>	3	114	100	12.8	16.5	70.6	87.2
	4	104	100	14	33	53	86
	5	90	100	12	28.9	59	88
	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
<b>2011</b>	3	97	100	3.3	12	84.8	96.7
	4	113	100	13.2	34.9	51.9	86.8
	5	89	100	13.1	33.3	53.6	86.9
	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
<b>Mathematics</b>							
<b>2010</b>	3	114	100	20.2	34.9	45	79.8
	4	103	100	7.1	33.3	59.6	92.9
	5	90	100	16.9	31.3	51.8	83.1
	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
<b>2011</b>	3	97	100	7.6	25	67.4	92.4
	4	113	100	14.2	28.3	57.5	85.8
	5	89	100	14.3	31	54.8	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
<b>Science</b>							
<b>2010</b>	3	56	100	29.1	40	30.9	70.9
	4	103	100	9.1	68.7	22.2	90.9
	5	45	100	24.4	34.1	41.5	75.6
	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
<b>2011</b>	3	50	100	10.6	57.4	31.9	89.4
	4	113	100	14.2	56.6	29.2	85.8
	5	45	100	19	50	31	81
	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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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	58	100	5.6	42.6	51.9	94.4
	4	103	100	8.1	40.4	51.5	91.9
	5	45	100	9.5	40.5	50	90.5
	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
<b>2011</b>	3	47	100	2.2	37.8	60	97.8
	4	113	100	10.4	36.8	52.8	89.6
	5	44	100	14.3	21.4	64.3	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
<b>Writing</b>							
<b>2010</b>	3	114	100	14.5	29.1	56.4	85.5
	4	107	99.1	13	27	60	87
	5	88	100	13.3	20.5	66.3	86.7
	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
<b>2011</b>	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	90	100	15.5	31	53.6	84.5
	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

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