



Edmund A Burns Elementary

3750 Dorchester Rd.
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	476 Students	
Principal	Elizabeth McCraw	843-745-7113
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Below Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

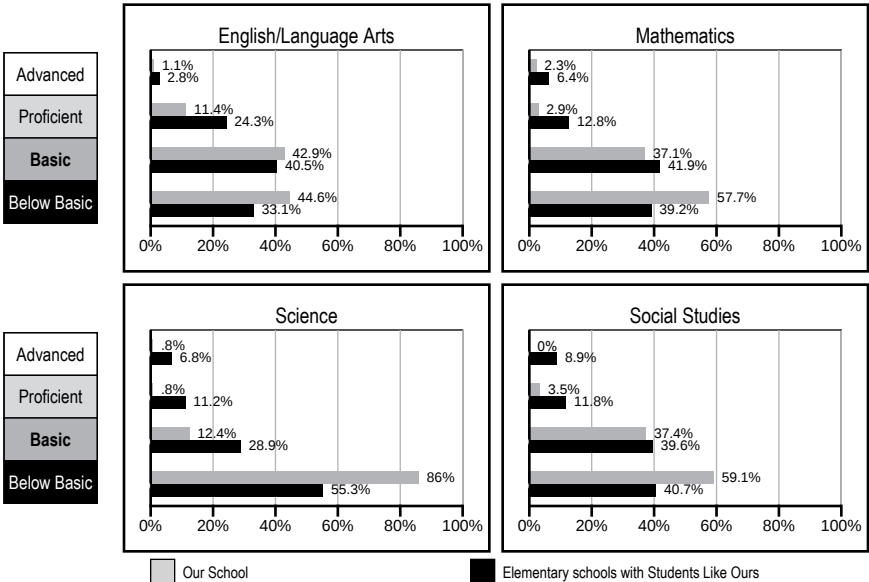
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	3	22	38

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=476)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.7%	Up from 3.6%	3.2%	2.3%
Attendance rate	95.8%	Up from 95.6%	96.0%	96.3%
Eligible for gifted and talented	0.5%	Down from 1.9%	2.7%	10.4%
With disabilities other than speech	5.3%	Down from 5.8%	7.6%	7.5%
Older than usual for grade	1.5%	Up from 0.9%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 1.4%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	36.6%	Down from 41.5%	52.9%	56.7%
Continuing contract teachers	56.1%	No Change	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	72.5%	Up from 70.7%	81.9%	86.4%
Teacher attendance rate	95.8%	Up from 95.3%	94.8%	94.9%
Average teacher salary	\$44,506	Up 9.9%	\$43,616	\$45,345
Professional development days/teacher	7.5 days	Down from 10.4 days	13.5 days	12.6 days
School				
Principal's years at school	2.0	Up from 0.5	3.0	4.0
Student-teacher ratio in core subjects	14.1 to 1	Down from 14.7 to 1	16.1 to 1	18.5 to 1
Prime instructional time	89.8%	No Change	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 97.4%	100.0%	100.0%
Character development program	Below Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,764	Up 27.3%	\$8,399	\$7,052
Percent of expenditures for instruction*	70.5%	Up from 69.4%	68.3%	69.1%
Percent of expenditures for teacher salaries*	55.0%	Down from 65.1%	60.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The faculty, staff, and students of Burns Elementary have been working hard this year to improve both academics and the environment of the school. To this end, the leadership team, with the assistance of a state liaison, has developed a focused school renewal plan for both the 2007-2008 and the 2008-2009 school years. Reading and writing have been the focus this year, and science and math will be added next year.

To improve scores in reading, we have implemented a school-wide reading incentive plan, a DEAR (drop everything and read) program, and a take-home reading program for CD (child development) through second grade. The books for the take-home reading program were purchased with funds from a grant from the Medical University of South Carolina (MUSC). We have also purchased a leveled library, so that teachers have access to over a thousand books on varying levels for their students to read. Groups of students, whose need for intervention was determined by MAP and PACT scores, are participating in Academy of Reading, which is a computer-based program. Large additions have been made to classroom libraries. Students were given books to keep over the winter break and will receive summer reading materials as well. Grants and donations provided these books.

Student writing was scored this year by an outside source. The students' scores were analyzed to determine weaknesses. With this information, a plan was developed to train teachers in 6 Traits Writing. All teachers have begun training, and they will continue it next year. Quarterly writing assessments have demonstrated an improvement in writing and will be continued next year as well.

Burns adopted Positive Behavior Interventions and Support (PBIS) to curtail behavior problems. All teachers have attended the classroom management portion of the training. Training for the school-wide portion began in February and will continue next year.

Burns enjoys the support of the PTA, local businesses, high school students, and a parenting specialist. We have a full-time Registered Nurse, a Guidance Counselor, a Student Concerns Specialist, and a part-time School Resource Officer. We have also provided a free eye-screening for all of the students in our school. To support academics, we have two, full-time teacher coaches and have had the support of other district teacher coaches as well.

At Burns Elementary, we are dedicated to achieving academic excellence in a safe and positive atmosphere.

Albert Villarreal, Principal
Sharon Bell, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	35	16
Percent satisfied with learning environment	60.0%	65.7%	81.3%
Percent satisfied with social and physical environment	53.3%	51.4%	75.0%
Percent satisfied with school-home relations	26.7%	74.3%	87.5%

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

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School Adequate Yearly Progress	NO
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This school met 7 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	Corrective Action
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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. Sanction: Implement the restructuring plan.
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	2.7%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	196	99.5	44.3	43.1	11.5	1.1	21.3	53.5	48.2	No	Yes
Gender											
Male	99	99	47.2	40.4	10.1	2.2	19.1	47.3	41.7	N/A	N/A
Female	97	100	41.2	45.9	12.9	0	23.5	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	188	99.5	44.3	43.7	10.8	1.2	20.4	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	26	100	86.4	13.6	0	0	0	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	188	99.5	44.9	43.1	10.8	1.2	21	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	196	100	57.7	37.1	2.9	2.3	12	49.7	45.8	No	Yes
Gender											
Male	99	100	60	31.1	4.4	4.4	14.4	49.5	45.6	N/A	N/A
Female	97	100	55.3	43.5	1.2	0	9.4	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	188	100	57.1	38.1	2.4	2.4	11.9	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	26	100	100	0	0	0	0	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	188	100	58.9	35.7	3	2.4	11.3	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	137	100	86	12.4	0.8	0.8	1.7	39.2	35.7	95.8	96
Gender											
Male	66	100	83.3	15	0	1.7	1.7	40.8	37.4	95.6	95.8
Female	71	100	88.5	9.8	1.6	0	1.6	37.6	33.8	96	96.1
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	94.6	96.1
African American	133	100	85.6	12.7	0.8	0.8	1.7	15.3	17	95.8	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	93.8	95.7
Disability Status											
Disabled	18	100	100	0	0	0	0	16.6	14	94.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	94.9	96.3
Socio-Economic Status											
Subsided meals	135	100	85.7	12.6	0.8	0.8	1.7	17.1	21.1	95.7	95.5

Social Studies

All Students	132	100	59.1	37.4	3.5	0	3.5	40.2	34	95.8	96
Gender											
Male	67	100	61.7	35	3.3	0	3.3	42	36.6	95.6	95.8
Female	65	100	56.4	40	3.6	0	3.6	38.3	31.3	96	96.1
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	94.6	96.1
African American	126	100	60.9	35.5	3.6	0	3.6	19.1	19.1	95.8	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.4	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	93.8	95.7
Disability Status											
Disabled	20	100	75	25	0	0	0	18.2	14.4	94.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	94.9	96.3
Socio-Economic Status											
Subsided meals	126	100	58.2	39.1	2.7	0	2.7	20.1	21	95.7	95.5

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	72	100	44.6	41.5	13.8	0	13.8
	4	51	100	36.4	45.5	15.9	2.3	18.2
	5	73	100	48.4	43.5	8.1	0	8.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	68	100	27.9	44.3	26.2	1.6	27.9
	4	73	98.6	56.7	40	3.3	0	3.3
	5	55	100	49.1	45.3	3.8	1.9	5.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	72	100	60	40	0	0	0
	4	51	100	31.8	47.7	18.2	2.3	20.5
	5	73	100	51.6	37.1	8.1	3.2	11.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	68	100	65.6	24.6	4.9	4.9	9.8
	4	73	100	55.7	44.3	0	0	0
	5	55	100	50.9	43.4	3.8	1.9	5.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	35	100	90.6	9.4	0	0	0
	4	51	100	68.2	22.7	6.8	2.3	9.1
	5	38	100	65.6	25	6.3	3.1	9.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	75.8	18.2	3	3	6.1
	4	73	100	88.5	11.5	0	0	0
	5	28	100	92.6	7.4	0	0	0
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	37	100	36.4	51.5	9.1	3	12.1
	4	51	100	50	40.9	6.8	2.3	9.1
	5	35	100	73.3	26.7	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	39.3	57.1	3.6	0	3.6
	4	73	100	60.7	36.1	3.3	0	3.3
	5	27	100	76.9	19.2	3.8	0	3.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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