



Edmund A Burns Elementary

3750 Dorchester Rd.
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	446 Students	
Principal	Elizabeth McCraw	843-745-7113
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	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

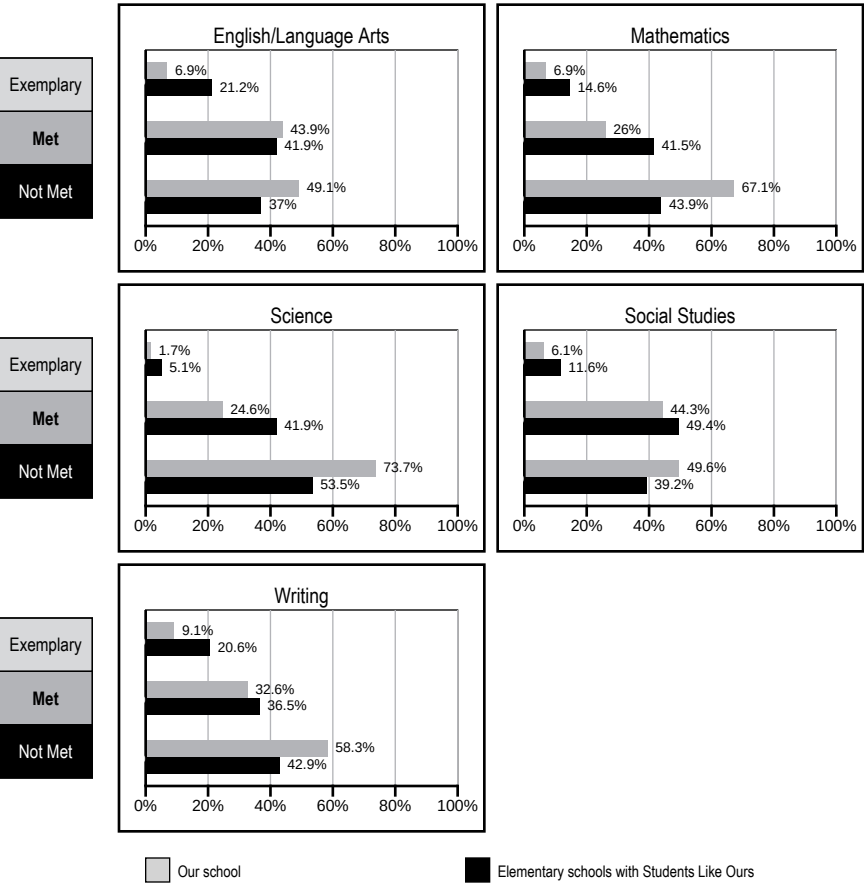
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	48	48	28

* Ratings are calculated with data available by 06/01/2010.

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=446)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Down from 4.7%	2.5%	1.9%
Attendance rate	96.0%	Up from 95.8%	96.0%	96.3%
Eligible for gifted and talented	1.0%	Up from 0.5%	2.8%	10.0%
With disabilities other than speech	7.7%	Up from 5.3%	7.4%	7.7%
Older than usual for grade	0.6%	Down from 1.5%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Up from 0.4%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	37.5%	Up from 36.6%	57.1%	59.4%
Continuing contract teachers	65.0%	Up from 56.1%	70.6%	80.0%
Teachers with emergency or provisional certificates	3.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	76.7%	Up from 72.5%	81.1%	85.9%
Teacher attendance rate	95.9%	Up from 95.8%	95.2%	95.1%
Average teacher salary*	\$44,558	Up 0.1%	\$45,558	\$47,149
Professional development days/teacher	4.3 days	Down from 7.5 days	11.0 days	11.1 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 14.1 to 1	16.4 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 89.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Up from Below Average	Good	Excellent
Dollars spent per pupil**	\$8,050	Up 3.7%	\$8,732	\$7,458
Percent of expenditures for instruction**	71.5%	Up from 70.5%	68.1%	68.8%
Percent of expenditures for teacher salaries**	66.6%	Up from 55.0%	61.7%	63.2%

* 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 a Title I school located in North Charleston serving 476 students in pre-kindergarten through fifth grade. The percentage of students at the poverty level is 95.8%.

We have focused on improving student achievement this year in the areas of reading, mathematics, science and social studies. Books have been purchased for guided reading and classroom libraries. Students in grades 3 – 5 participated in Academy of Reading, which is a computer based program to increase reading skills. Supplies and materials were purchased to equipment our science lab.

Other initiatives that we have underway include implementing a balanced literacy and math program. Professional development is on going and teachers participate in weekly teacher curriculum team meetings. Daily instructional activities include standard based instruction, monitoring mastery of taught material, as well as the implementation of readers and writers workshop and data driven instructional decision making.

Burns has adopted the Positive Behavior Interventions and Support (PBIS) model to assist students with making appropriate choices. This year Burns received the “Banner” award for PBIS. The teachers, students and parents are committed to PBIS and students are recognized for their efforts through incentives.

Parent communication and support is critical to the success of the students. We provide parents with information and resources to enhance student learning. Communication with parents will includes calendar of events, monthly newsletters, Parent Link calls, e-mails, Report Cards, monthly progress checks, and notes. We encourage parents and community members to be involved in all school activities and events.

Our teachers, staff, parents and community are dedicated to achieving excellence at Burns.

Elizabeth McCraw, Principal
Sharon bell, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	61	22
Percent satisfied with learning environment	61.9%	78.3%	90.5%
Percent satisfied with social and physical environment	81.0%	66.7%	81.8%
Percent satisfied with school-home relations	52.4%	83.3%	90.9%

* 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
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This school met 10 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
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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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	200	100	49.7	43.4	6.9	65.7	84.9	82.8	Yes	Yes
Gender										
Male	102	100	53.9	40.4	5.6	66.3	81.8	79.3	N/A	N/A
Female	98	100	45.3	46.5	8.1	65.1	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	191	100	50.9	43.2	5.9	64.5	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	28.6	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	100	52.8	39.9	7.4	63.2	74.9	75.5	Yes	Yes

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

All Students	200	100	66.9	26.3	6.9	52	81	78.9	No	Yes
Gender										
Male	102	100	66.3	24.7	9	50.6	79.3	77	N/A	N/A
Female	98	100	67.4	27.9	4.7	53.5	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	191	100	68	26.6	5.3	50.3	67.9	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	14.3	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	100	67.5	25.2	7.4	50.3	69.2	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	137	100	73.9	24.4	1.7	26.1	68.9	67.5
Gender								
Male	73	100	69.2	27.7	3.1	30.8	68.2	67
Female	64	100	N/AV	N/AV	N/AV	20.4	69.6	68
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	130	100	76.3	22.8	0.9	23.7	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.4	71.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	N/AV	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
Socio-Economic Status								
Subsided meals	125	100	73.4	24.8	1.8	26.6	50.2	55.1

Social Studies

All Students	134	100	49.1	44.8	6	50.9	76.8	72.3
Gender								
Male	69	100	51.7	41.4	6.9	48.3	75.3	71.5
Female	65	100	46.6	48.3	5.2	53.4	78.4	73.2
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	126	100	51.4	43.2	5.4	48.6	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	72.2
Disability Status								
Disabled	14	100	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
Socio-Economic Status								
Subsided meals	126	100	48.6	45	6.3	51.4	64	62.1

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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	198	100	58.3	32.6	9.1	41.7	74.1	70.2	96	96
Gender										
Male	100	100	65.2	29.2	5.6	34.8	67.8	63.2	95.8	95.9
Female	98	100	51.2	36	12.8	48.8	80.6	77.5	96.3	96.1
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	90.4	79.1	92.7	95.9
African American	188	100	59.8	32.5	7.7	40.2	59.2	57.6	96.1	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.1	62.6	97.8	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84	68.7	97.2	95.8
Disability Status										
Disabled	22	100	N/AV	N/AV	N/AV	N/AV	29.6	26.1	93.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	97.5	96.5
Socio-Economic Status										
Subsidized meals	182	100	59.1	32.9	7.9	40.9	59.1	58.9	96	95.7

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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
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
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
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
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

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