ANNIE BURNSIDE ELEMENTARY

7300 Patterson Road
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	271 Students	
Principal	Dr. Felecia Butler	803-783-5530
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Average**	**Average**
2010	Below Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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

ANNIE BURNSIDE ELEMENTARY 11/09/11-4001027

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

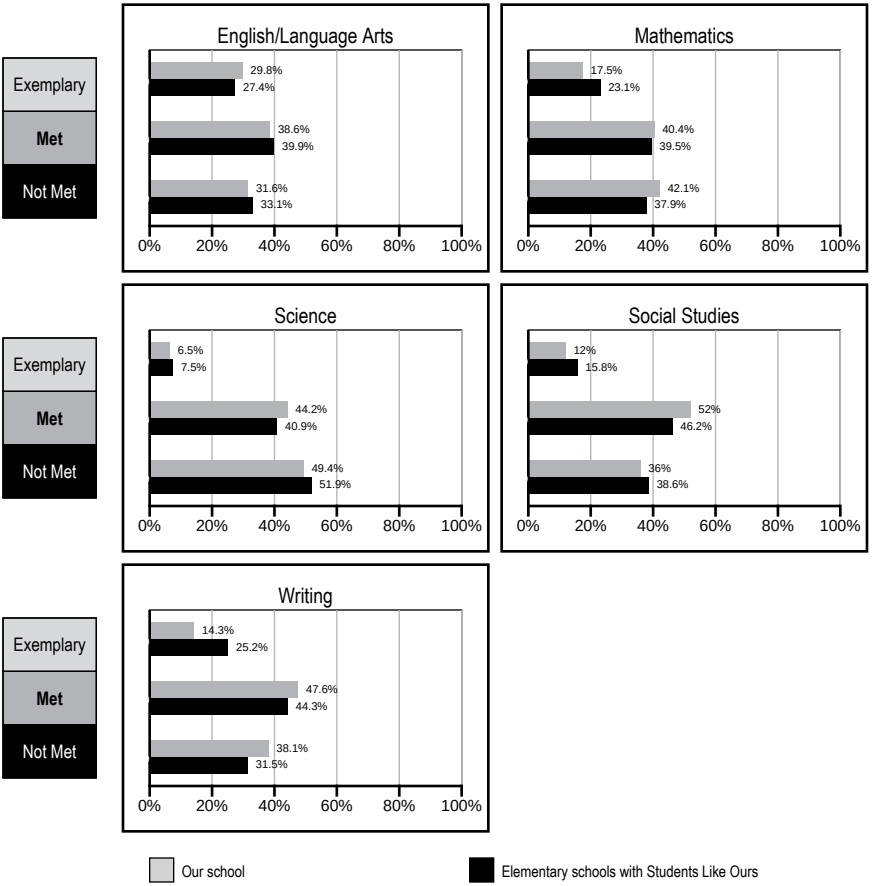
Percent of students tested in 2010-11 whose 2009-10 test scores were located	96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	107	54	23

* 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
Students (n=271)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Up from 1.5%	1.5%	1.1%
Attendance rate	94.9%	No Change	96.0%	96.2%
Served by gifted and talented program	6.2%	Up from 5.5%	5.8%	13.4%
With disabilities other than speech	9.2%	Down from 11.1%	4.3%	4.1%
Older than usual for grade	0.8%	Up from 0.4%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 4.1%	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	50.0%	Up from 46.2%	61.9%	62.5%
Continuing contract teachers	59.1%	Down from 73.1%	82.9%	88.2%
Teachers returning from previous year	75.8%	Up from 75.2%	85.1%	87.8%
Teacher attendance rate	94.2%	Up from 93.0%	95.1%	95.2%
Average teacher salary*	$43,327	Down 7.7%	$45,188	$46,773
Professional development days/teacher	7.0 days	Up from 6.9 days	10.6 days	10.5 days
School				
Principal's years at school	9.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 14.8 to 1	17.7 to 1	19.9 to 1
Prime instructional time	88.5%	Up from 87.1%	90.0%	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 90.6%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	$9,159	Down 3.8%	$8,314	$7,447
Percent of expenditures for instruction**	77.5%	Up from 77.3%	67.9%	68.4%
Percent of expenditures for teacher salaries**	74.2%	Up from 71.5%	64.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission of Annie Burnside Elementary School is to prepare each student to achieve his maximum level of intellectual and social development in a safe and nurturing environment. To accomplish this, we give keen attention to employing student-focused personnel, identifying and implementing innovative and challenging instructional programs, developing comprehensive support and safety practices and establishing diverse community partnerships.

Our mission has remained our focus as we were recognized as South Carolina State Champions two consecutive years and awarded the coveted Rantatra Fusca Creativity Award during our 2011 state competition of Odyssey of the Mind. We made AYP two consecutive years and we received a Ribbon award for our implementation of PBIS. Our Burnside Bee Singers received a superior rating in its annual choral competition and we received the All Health Team award from the SC Department of Health and Environmental Control.

Title One funds supported our efforts to provide strategic professional development and encourage more parental involvement. This year we loaned fourteen laptops on a rotating schedule to parents for students to continue working on reading and math skills at home. Our Parent Educator offered monthly Books and Breakfast to parents of pre-kindergarten and kindergarten parents and made weekly home visits to select parents to model best practices to engage pre-school age children. Title I funding allowed us to reduce class size at all grade levels and provide advanced learning opportunities to a larger number of students in English Language Arts.

Our continued support of our students through programs such as GEMS (Girls Excelling and Moving Successfully, Honor Guard, Student Council, Healthy Me and PBIS resulted in a reduction of student referrals. Our structured Response to Intervention held us to a high level of support to our most needy students to ensure the progress of and appropriate service to all our students.

Our active Parent Teacher Organization offered several Movie Nights at the school, a spring Talent Show and School Pizza Nights at a local pizza place to foster better home -school relationships. Our School Improvement Council continued to monitor and make suggestions for more meaningful parenting involvement that would lead to better student performance on MAP, benchmarks, quarterly report cards and PASS. To begin the second semester, the council provided leadership in inviting national speaker, Ako Kambon to help motivate staff and parents. The council and Principal welcomed the opportunity to recognize over eighty-five parents and volunteers at our End of the Year Celebration.

As a result of these efforts, we look forward to more positive teacher, parent and student annual report card survey responses; fewer student suspensions; and higher academic performance.

Mr. Roger Gounaud, SIC Chair

Dr. Felicia Butler, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	41	31
Percent satisfied with learning environment	95.8%	95.1%	78.6%
Percent satisfied with social and physical environment	100.0%	97.6%	76.7%
Percent satisfied with school-home relations	52.2%	92.7%	64.3%

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

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School Adequate Yearly Progress

NO

This school met 8 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

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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%**	Yes

* Or greater than last year

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ANNIE BURNSIDE ELEMENTARY										11/09/11-4001027
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	129	100	31.6	38.6	29.8	76.3	78.3	82.4	Yes	Yes
Gender										
Male	70	100	32.2	44.1	23.7	78	74.3	78.7	N/A	N/A
Female	59	100	30.9	32.7	36.4	74.5	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	101	100	34.5	39.1	26.4	74.7	74.2	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.4	93	I/S	I/S
Hispanic	22	100	28.6	33.3	38.1	76.2	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	34	100	63.3	33.3	3.3	40	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	26.3	42.1	31.6	73.7	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	123	100	32.4	39.8	27.8	75.9	73.5	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	129	100	42.1	40.4	17.5	67.5	75.1	81.9	No	Yes
Gender										
Male	70	100	44.1	39	16.9	67.8	73.5	79.9	N/A	N/A
Female	59	100	40	41.8	18.2	67.3	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	101	100	47.1	41.4	11.5	62.1	70.3	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	94.6	I/S	I/S
Hispanic	22	100	28.6	42.9	28.6	81	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	34	100	N/AV	N/AV	N/AV	30	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	31.6	47.4	21.1	78.9	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	123	100	42.6	38.9	18.5	66.7	69.8	74.9	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	89	100	49.4	44.2	6.5	50.6	58.7	68.6
Gender								
Male	49	100	43.9	48.8	7.3	56.1	58.2	68.3
Female	40	100	55.6	38.9	5.6	44.4	59.2	68.9
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	73	100	51.6	43.5	4.8	48.4	51	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	70.1	85.3
Hispanic	14	100	46.2	46.2	7.7	53.8	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	21.1	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	12	100	N/AV	N/AV	N/AV	54.5	54.3	60.7
Socio-Economic Status								
Subsidized meals	84	100	52.8	40.3	6.9	47.2	50.1	57.3
Social Studies								
All Students	87	100	36	52	12	64	64.7	72.5
Gender								
Male	48	100	33.3	53.8	12.8	66.7	63.6	72
Female	39	100	38.9	50	11.1	61.1	65.8	73.1
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	69	100	41.4	51.7	6.9	58.6	58.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	73.3	89
Hispanic	14	100	23.1	61.5	15.4	76.9	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	23	100	57.1	38.1	4.8	42.9	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	14	100	23.1	61.5	15.4	76.9	65.7	69.7
Socio-Economic Status								
Subsidized meals	82	100	37.1	50	12.9	62.9	56.8	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
Writing										
All Students	43	100	38.1	47.6	14.3	61.9	66.5	73.2	94.9	96.1
Gender										
Male	24	100	47.8	47.8	4.3	52.2	62	67.2	94.6	95.9
Female	19	100	26.3	47.4	26.3	73.7	71.2	79.4	95.3	96.3
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	87.8	81.5	93.3	96.2
African American	35	100	35.3	55.9	8.8	64.7	60.7	61.3	95	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.3	87	96.7	96.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	74.8	66.7	94.9	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	91.9	94.5
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	33.3	23.7	26	92.5	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.2	65.7	95.6	95.9
Socio-Economic Status										
Subsidized meals	40	100	40	45	15	60	59.1	63.2	94.9	95.9

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ANNIE BURNSIDE ELEMENTARY 11/09/11-4001027

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	48	95.8	28.3	41.3	30.4	71.7
	4	49	89.8	35.7	45.2	19	64.3
	5	36	100	32.3	58.1	9.7	67.7
	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
2011	3	38	100	32.4	11.8	55.9	67.6
	4	47	100	28.9	44.7	26.3	71.1
	5	44	100	33.3	54.8	11.9	66.7
	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
Mathematics							
2010	3	48	97.9	26.1	50	23.9	73.9
	4	49	100	40.5	45.2	14.3	59.5
	5	36	100	29	38.7	32.3	71
	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
2011	3	38	100	32.4	32.4	35.3	67.6
	4	47	100	36.8	55.3	7.9	63.2
	5	44	100	54.8	33.3	11.9	45.2
	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							
2010	3	24	95.8	63.6	27.3	9.1	36.4
	4	49	100	52.4	42.9	4.8	47.6
	5	18	100	N/A	N/A	N/A	43.8
	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
2011	3	19	100	52.9	23.5	23.5	47.1
	4	47	100	N/AV	N/AV	N/AV	55.3
	5	23	100	54.5	40.9	4.5	45.5
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	24	100	34.8	56.5	8.7	65.2
	4	49	100	45.2	50	4.8	54.8
	5	18	100	37.5	56.3	6.3	62.5
	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
2011	3	19	100	23.5	47.1	29.4	76.5
	4	47	100	36.8	60.5	2.6	63.2
	5	21	100	45	40	15	55
	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							
2010	3	51	100	54.2	29.2	16.7	45.8
	4	49	98	56.1	29.3	14.6	43.9
	5	38	100	25	56.3	18.8	75
	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
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	43	100	38.1	47.6	14.3	61.9
	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

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