



BURTON PACK ELEMENTARY

111 Gardner Drive
Columbia, SC 29204

Grades	PK-5 Elementary School	
Enrollment	479 Students	
Principal	Dr. Denise Collier	803-691-5550
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	Excellent
2010	Average	Excellent
2009	Average	Good
2008	Below Average	Average
2007	At-Risk	Average

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

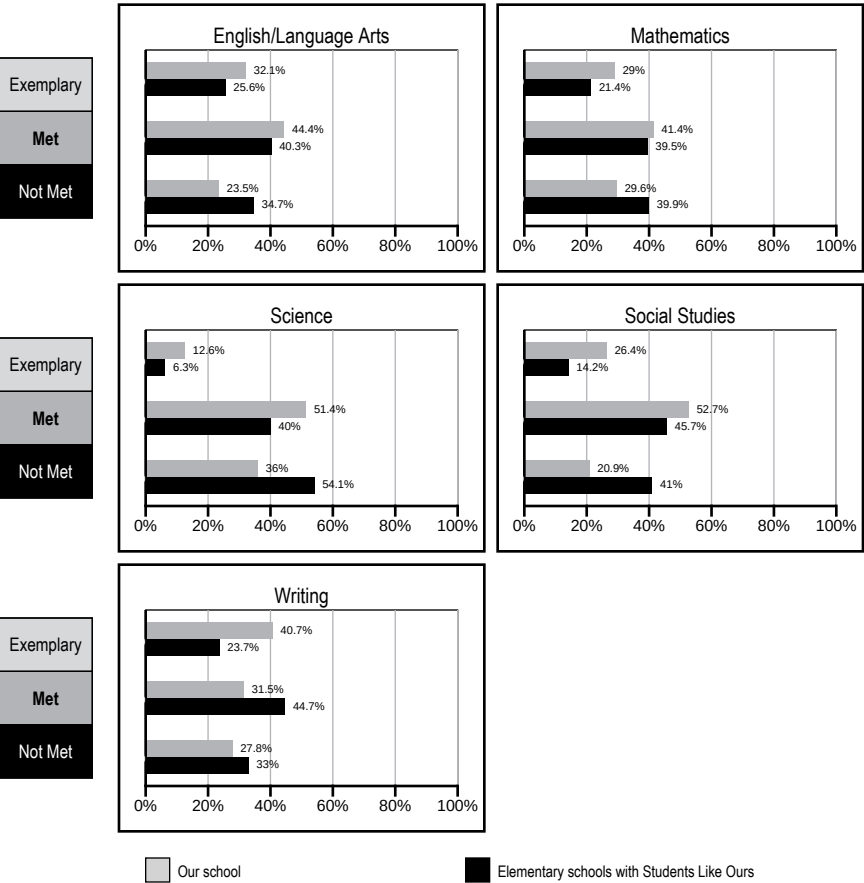
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	67	45	19

* 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=479)				
First graders who attended full-day kindergarten	100.0%	Up from 98.5%	100.0%	100.0%
Retention rate	4.4%	Up from 3.6%	1.5%	1.1%
Attendance rate	95.1%	Down from 95.9%	95.9%	96.2%
Served by gifted and talented program	5.2%	Up from 1.7%	5.1%	13.4%
With disabilities other than speech	3.1%	Down from 7.3%	4.4%	4.1%
Older than usual for grade	0.0%	Down from 1.3%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	77.1%	Up from 68.4%	61.9%	62.5%
Continuing contract teachers	77.1%	Up from 76.3%	81.8%	88.2%
Teachers returning from previous year	84.9%	Down from 85.5%	84.5%	87.8%
Teacher attendance rate	94.7%	Down from 96.3%	95.2%	95.2%
Average teacher salary*	\$46,328	Down 3.1%	\$45,168	\$46,773
Professional development days/teacher	13.1 days	Up from 9.4 days	10.8 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 15.8 to 1	17.5 to 1	19.9 to 1
Prime instructional time	88.0%	Down from 89.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,733	Down 13.7%	\$8,760	\$7,447
Percent of expenditures for instruction**	80.0%	Down from 82.1%	67.3%	68.4%
Percent of expenditures for teacher salaries**	77.2%	Up from 76.0%	63.8%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission statement of Burton-Pack Elementary School is to ensure that each student is successful in his or her academic, social, and personal growth by creating an educational environment characterized by student discovery and exploration; respect for individual and cultural differences; an atmosphere in which students can develop self-worth; and parent/community involvement and support.

To accomplish this goal, the continuous achievement of the Burton-Pack students is the focus of all staff members. There is on-going assessment of mastery of the state standards through PASS-like quizzes, district benchmarks, and weekly standards-based evaluations. There is also extensive team-teaching with Instructional coaches, data analysis, and professional learning communities' meetings. Special celebrations and recognitions occur as our students demonstrate proficiency.

Burton-Pack Elementary School has made significant progress over the past few years. For the 2010 school year, we earned an Excellent in the area of improvement on the school's report card and was also awarded Palmetto Gold and Silver for academic gains.

Initiatives of Burton-Pack included the After-School Tutorial Program; daily small-group instruction; Accelerated Reader; SuccessMaker; and the three-week Saturday and Writing Academy programs. The Comprehensive Remediation Program served approximately 100 students in grades 3-5 on an on-going basis. The program provided tutoring in math, reading, science, and social studies in a structured and supervised environment. The Saturday and Writing Academics provided intensive instruction to 90 students in grades 3-5 for a six week period. The focus for the Saturday interventions was writing, reading, and mathematics. Evaluations received from students and staff members reported that the program was highly effective. Parent input yielded the same positive responses. Burton-Pack also received the 21st Century grant which allowed 120 students to receive enrichment services on Mondays and Fridays.

In addition to the academic improvements, there have been positive outcomes with the following: parents attending conferences increased to 96.3%; percentage of teachers returning from previous year increased to 85.5%, and we continued to have an excellent rating for character education programs.

Gains in student achievement are expected to continue as a result of the school initiatives, district programs, and our desire to have 80% of our students meet or exceed the state standards in 2011. This is evident, for we received the following: AYP status, Palmetto Silver, Palmetto Gold and Red Carpet. We are going the second mile at Burton-Pack Elementary!

Ms. Sharon Praylow, SIC Chairperson
Dr. Denise Collier, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	49	28
Percent satisfied with learning environment	73.0%	83.3%	88.5%
Percent satisfied with social and physical environment	73.0%	85.7%	84.6%
Percent satisfied with school-home relations	47.4%	83.3%	92.3%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 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	
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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	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	95.1%	94.0%**	Yes

* Or greater than last year

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	174	97.1	22	45.3	32.7	85.5	78.3	82.4	Yes	Yes
Gender										
Male	97	95.9	21.6	45.5	33	84.1	74.3	78.7	N/A	N/A
Female	77	98.7	22.5	45.1	32.4	87.3	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	170	97.1	22.4	45.5	32.1	85.3	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	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	19	84.2	N/AV	N/AV	N/AV	46.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	171	97.7	22.3	44.6	33.1	85.4	73.5	75.4	Yes	Yes

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

All Students	174	98.9	29.6	41.4	29	80.2	75.1	81.9	Yes	Yes
Gender										
Male	97	97.9	24.4	42.2	33.3	85.6	73.5	79.9	N/A	N/A
Female	77	100	36.1	40.3	23.6	73.6	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	170	98.8	30.2	40.3	29.6	79.9	70.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	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	19	100	66.7	22.2	11.1	38.9	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	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	171	99.4	30	41.3	28.8	80	69.8	74.9	Yes	Yes

* 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

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
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Science

All Students	119	99.2	36	51.4	12.6	64	58.7	68.6
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Gender

Male	61	98.4	24.6	59.6	15.8	75.4	58.2	68.3
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Female	58	100	48.1	42.6	9.3	51.9	59.2	68.9
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Racial/Ethnic Group

White	3	I/S	I/S	I/S	I/S	I/S	87.8	80.7
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African American	115	99.1	37	50	13	63	51	51.4
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.2	61.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
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Disability Status

Disabled	15	100	N/AV	N/AV	N/AV	35.7	29.7	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
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Socio-Economic Status

Subsidized meals	116	100	36.7	50.5	12.8	63.3	50.1	57.3
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Social Studies

All Students	120	99.2	20.9	52.7	26.4	79.1	64.7	72.5
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Gender

Male	71	98.6	22.7	48.5	28.8	77.3	63.6	72
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Female	49	100	18.2	59.1	22.7	81.8	65.8	73.1
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Racial/Ethnic Group

White	1	I/S	I/S	I/S	I/S	I/S	88.4	81
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African American	118	99.2	21.1	52.3	26.6	78.9	58.3	60
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	71	69.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
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Disability Status

Disabled	17	100	68.8	18.8	12.5	31.3	33.1	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
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Socio-Economic Status

Subsidized meals	118	100	21.1	52.3	26.6	78.9	56.8	62.9
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	54	100	27.8	31.5	40.7	72.2	66.5	73.2	95.1	96.1
Gender										
Male	30	100	30	36.7	33.3	70	62	67.2	95.1	95.9
Female	24	100	25	25	50	75	71.2	79.4	95.2	96.3
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	87.8	81.5	93.4	96.2
African American	52	100	28.8	30.8	40.4	71.2	60.7	61.3	95.1	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	94.5	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	88.1	94.5
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	23.7	26	93.9	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	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	N/A	95.9
Socio-Economic Status										
Subsidized meals	53	100	28.3	32.1	39.6	71.7	59.1	63.2	95.1	95.9

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
English/Language Arts							
2010	3	70	92.9	39	27.1	33.9	61
	4	57	94.7	21.7	54.3	23.9	78.3
	5	51	100	15.2	54.3	30.4	84.8
	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	54	98.2	22.4	36.7	40.8	77.6
	4	66	93.9	23.2	46.4	30.4	76.8
	5	54	100	20.4	51.9	27.8	79.6
	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
Mathematics							
2010	3	70	100	42.4	28.8	28.8	57.6
	4	57	100	45.7	50	4.3	54.3
	5	51	100	37	45.7	17.4	63
	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	54	98.2	34.7	38.8	26.5	65.3
	4	66	98.5	23.7	47.5	28.8	76.3
	5	54	100	31.5	37	31.5	68.5
	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
Science							
2010	3	35	100	51.7	27.6	20.7	48.3
	4	57	100	41.3	52.2	6.5	58.7
	5	25	100	21.7	73.9	4.3	78.3
	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	26	100	56	28	16	44
	4	66	98.5	28.8	57.6	13.6	71.2
	5	27	100	33.3	59.3	7.4	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

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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	35	100	46.7	26.7	26.7	53.3
	4	57	100	21.7	65.2	13	78.3
	5	26	100	21.7	69.6	8.7	78.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	27	100	16.7	54.2	29.2	83.3
	4	66	98.5	16.9	55.9	27.1	83.1
	5	27	100	33.3	44.4	22.2	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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	67	98.5	55.9	23.7	20.3	44.1
	4	59	100	40.8	46.9	12.2	59.2
	5	50	100	37	45.7	17.4	63
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	54	100	27.8	31.5	40.7	72.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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