



Edmund A. Burns Elementary

3750 Dorchester Road
North Charleston, SC

| | | |
|-----------------------|------------------------|----------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 412 Students | |
| Principal | L. Lynn Owings | (843) 745-7113 |
| Superintendent | Dr. Nancy J. McGinley | 843-937-6319 |
| Board Chair | Mrs. Cindy Bohn Coats | 843-529-2457 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2013 | At-Risk | Average |
| 2012 | At-Risk | At-Risk |
| 2011 | At-Risk | At-Risk |
| 2010 | At-Risk | Below Average |
| 2009 | At-Risk | 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://www.eoc.sc.gov>

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

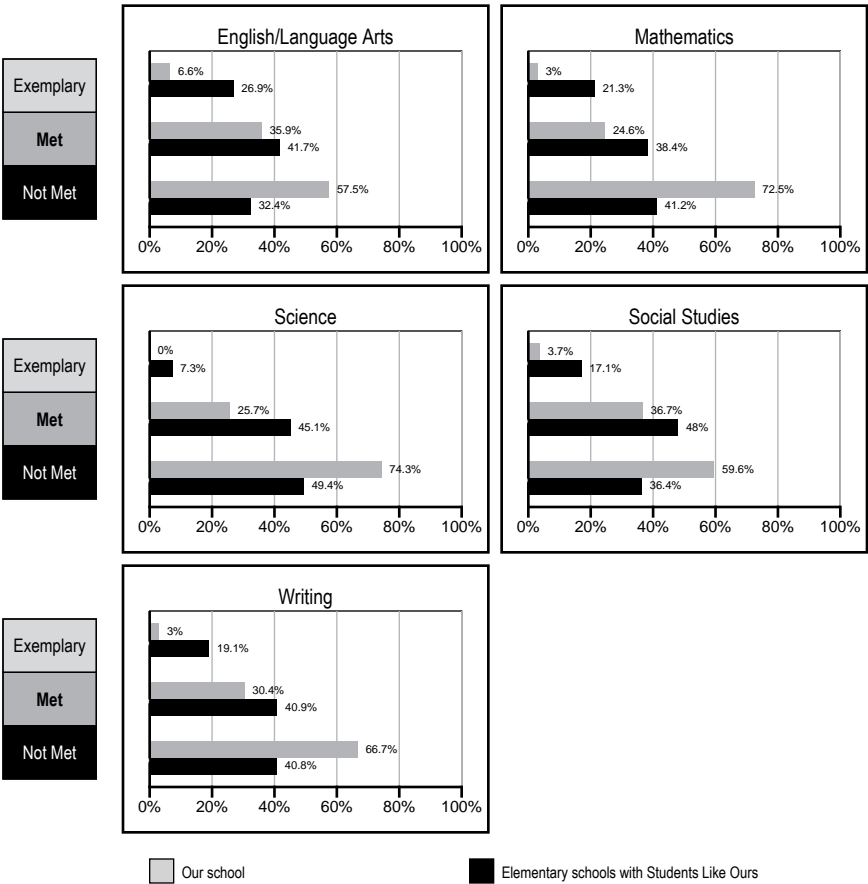
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 8 | 73 | 37 | 13 |

* Ratings are calculated with data available by 12/14/2013.

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=412) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 98.3% | 100.0% | 100.0% |
| Retention rate | 1.0% | Down from 1.1% | 1.1% | 0.9% |
| Attendance rate | 95.7% | Down from 95.8% | 95.9% | 96.3% |
| Served by gifted and talented program | 0.9% | N/A | 2.4% | 7.2% |
| With disabilities | 13.5% | N/A | 13.3% | 12.4% |
| Older than usual for grade | 2.4% | N/A | 3.0% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 7.8% | Up from 4.7% | 0.0% | 0.0% |
| Teachers (n=41) | | | | |
| Teachers with advanced degrees | 39.0% | Down from 42.1% | 60.0% | 62.5% |
| Continuing contract teachers | 48.8% | Down from 50.0% | 73.7% | 83.3% |
| Teachers returning from previous year | 60.2% | Down from 64.4% | 84.4% | 88.3% |
| Teacher attendance rate | 96.3% | Down from 98.7% | 94.9% | 95.0% |
| Average teacher salary* | \$40,723 | Down 0.6% | \$45,938 | \$48,193 |
| Professional development days/teacher | 7.6 days | Down from 15.0 days | 10.4 days | 11.0 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.2 to 1 | Down from 15.8 to 1 | 17.8 to 1 | 20.1 to 1 |
| Prime instructional time | 91.5% | Down from 94.5% | 89.5% | 90.0% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 98.0% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Good | No Change | Good | Excellent |
| Dollars spent per pupil** | \$8,744 | Up 5.0% | \$8,594 | \$7,364 |
| Percent of expenditures for instruction** | 69.0% | Down from 70.4% | 67.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 68.0% | Up from 67.5% | 63.5% | 66.0% |

* 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

Burns Elementary School is a Title I school located in North Charleston. We serve children pre-kindergarten to grade five. The enrollment is 489 with a poverty index of approximately 98%. Our staff holds very high standards for themselves as well as each student. They are passionate about teaching and learning and have created a positive, nurturing school environment.

Initiatives underway for continued improvement include 21st Century technology, a rigorous and differentiated curriculum, with an emphasis on small, flexible groups designed to meet children at their learning level and accelerate achievement. Specialized instructional intervention continues to ensure student success. Professional development is an integral part of our school week based on a variety of school data.

Individual student reading data indicate notable increases in students' reading achievement from September of 2012 to May of 2013 based on results from the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment. We continue to work towards meeting the school climate, student achievement and teacher/administrator quality goals as indicated in our school improvement plan.

Increased student leadership and decision making is in place through Positive Behavior Intervention and Supports (PBIS). The PBIS model is practiced school-wide with student recognition for appropriate choices. Our goal for PBIS is to improve immediate behavior as well as to provide students with life skills necessary for positive and productive decision making. Our PBIS model is shared with families to assist with the transition of concepts within the home.

Collaboration with community agencies continues in an effort to provide assistance for specific student and family needs. Parents are provided information and resources to enhance student learning throughout the school year. Communication includes on-going parent sessions, student agenda books, daily homework folder, weekly courier, monthly calendar of events, newsletters, phone calls, e-mails, report cards, notes and conferences. In addition, we incorporate swimming lessons, ballet, karate, and scouts into our school day.

Efforts to increase parental involvement include vigorously recruiting parents to attend school events, volunteer, and participate in decision-making teams. We believe that community involvement is a necessary component of school success and are proud of our committed partners - one University, three churches, our mayor's office, one local business, and two community based non-profit organizations – Community In Schools and Beyond Our Walls.

Lynn Owings, Principal

Joyce Nesmith, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | N/A | 40 | 27 |
| Percent satisfied with learning environment | N/A | 75% | 62.9% |
| Percent satisfied with social and physical environment | N/A | 70% | 72.4% |
| Percent satisfied with school-home relations | N/A | 71.8% | 71.5% |

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 54.9 |
| Overall Grade Conversion | F |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Edmund A. Burns Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 3.1% | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | 4.1% | 4.9% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 10.9% | 0.0% | No |
| Student attendance rate | 95.7% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 611.5 | 593.6 | 572.1 | 595.7 | 97.9 | 97.9 |
| Male | 611.6 | 595.2 | 574.1 | 600.7 | 96.4 | 96.4 |
| Female | 611.3 | 591.6 | 569.2 | 588.0 | 100.0 | 100.0 |
| White | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | 611.0 | 592.9 | 571.2 | 594.8 | 97.8 | 97.8 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 586.3 | 573.1 | 547.4 | 583.5 | 97.8 | 97.8 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 612.0 | 594.1 | 571.5 | 595.8 | 97.9 | 97.9 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2012 | 3 | 58 | 100 | 60.4 | 35.4 | 4.2 | 39.6 |
| | 4 | 61 | 96.7 | 76.5 | 19.6 | 3.9 | 23.5 |
| | 5 | 52 | 100 | 69.6 | 28.3 | 2.2 | 30.4 |
| | 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 |
| 2013 | 3 | 70 | 97.1 | 39.3 | 47.5 | 13.1 | 60.7 |
| | 4 | 56 | 100 | 66.7 | 31.4 | 2 | 33.3 |
| | 5 | 67 | 97 | 69.1 | 27.3 | 3.6 | 30.9 |
| | 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 |
| Mathematics | | | | | | | |
| 2012 | 3 | 58 | 100 | N/AV | N/AV | N/AV | 33.3 |
| | 4 | 61 | 96.7 | 84.3 | 13.7 | 2 | 15.7 |
| | 5 | 52 | 100 | 76.1 | 21.7 | 2.2 | 23.9 |
| | 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 |
| 2013 | 3 | 70 | 97.1 | 80.3 | 14.8 | 4.9 | 19.7 |
| | 4 | 56 | 100 | 58.8 | 37.3 | 3.9 | 41.2 |
| | 5 | 67 | 97 | N/AV | N/AV | N/AV | 23.6 |
| | 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 |
| Science | | | | | | | |
| 2012 | 3 | 31 | 96.8 | N/AV | N/AV | N/AV | 12 |
| | 4 | 61 | 96.7 | N/AV | N/AV | N/AV | 13.7 |
| | 5 | 24 | 100 | N/AV | N/AV | N/AV | 36.4 |
| | 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 |
| 2013 | 3 | 34 | 100 | N/AV | N/AV | N/AV | 20 |
| | 4 | 56 | 100 | N/AV | N/AV | N/AV | 31.4 |
| | 5 | 32 | 100 | N/AV | N/AV | N/AV | 21.4 |
| | 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 | | | | | | | |
| 2012 | 3 | 27 | 100 | N/AV | N/AV | N/AV | 27.3 |
| | 4 | 61 | 96.7 | N/AV | N/AV | N/AV | 41.2 |
| | 5 | 28 | 96.4 | N/AV | N/AV | N/AV | 30.4 |
| | 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 |
| 2013 | 3 | 34 | 100 | 61.3 | 35.5 | 3.2 | 38.7 |
| | 4 | 56 | 100 | 41.2 | 52.9 | 5.9 | 58.8 |
| | 5 | 33 | 100 | N/AV | N/AV | N/AV | 7.4 |
| | 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 | | | | | | | |
| 2012 | 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 | 52 | 98.1 | N/AV | N/AV | N/AV | 31.1 |
| | 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 |
| 2013 | 3 | 69 | 98.6 | 63.3 | 33.3 | 3.3 | 36.7 |
| | 4 | 56 | 100 | 71.2 | 25 | 3.8 | 28.8 |
| | 5 | 66 | 100 | 65.5 | 32.7 | 1.8 | 34.5 |
| | 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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