



SC Annual School Report Card Summary

Edmund A. Burns Elementary
 Charleston
 Grades: PK-5 Enrollment: 412
 Principal: L. Lynn Owings
 Superintendent: Dr. Nancy J. McGinley
 Board Chair: Mrs. Cindy Bohn Coats

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD AND SILVER AWARD | | ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM | |
|------|-----------------|---------------|--------------------------------|-----------------|---|--------------------------|
| | | | General Performance | Closing the Gap | ESEA Grade | Accountability Indicator |
| 2013 | At-Risk | Average | TBD | TBD | F | N/A |
| 2012 | At-Risk | At-Risk | N/A | N/A | D | N/A |
| 2011 | At-Risk | At-Risk | N/A | N/A | Not Met | N/A |

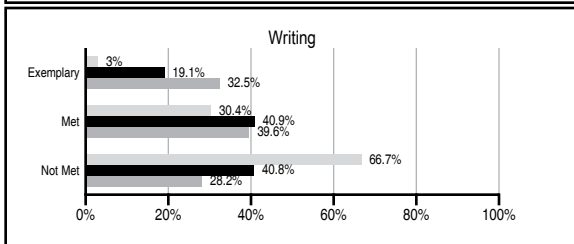
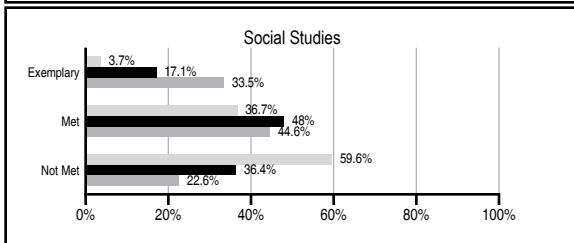
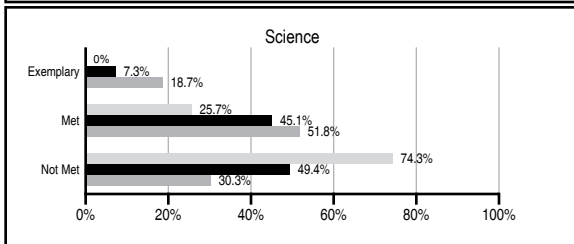
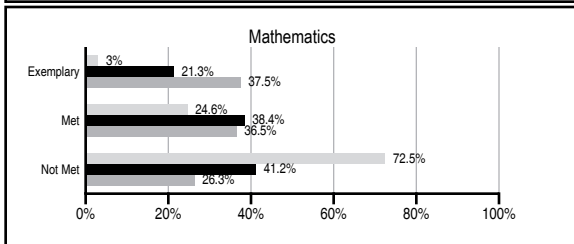
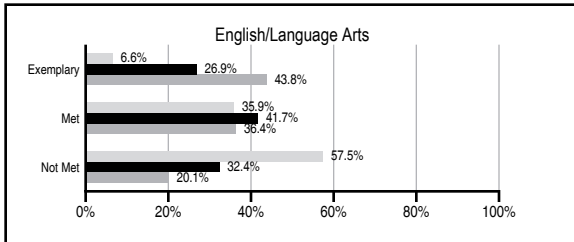
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 0 | 8 | 73 | 37 | 13 |

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Edmund A. Burns Elementary [Charleston]

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=412) | | | | |
| 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 | 13.4% | 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% | 73.5% | 83.3% |
| Teachers returning from previous year | 60.2% | Down from 64.4% | 84.3% | 88.3% |
| Teacher attendance rate | 96.3% | Down from 98.7% | 94.9% | 95.0% |
| Average teacher salary* | \$40,723 | Down 0.6% | \$45,936 | \$48,193 |
| Classes not taught by highly qualified teachers | 10.9% | Up from 1.9% | 0.0% | 0.0% |
| Professional development days/teacher | 7.6 days | Down from 15.0 days | 10.2 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% | 89.6% | 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% | \$8,576 | \$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% | 63.0% | 66.0% |
| ESEA composite index score | 54.9 | Down from 69.8 | 68.2 | 88.0 |

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

| | 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 | 82.5% | 71.5% |

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

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
Nesmith, SIC Chairperson

Joyce

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status