



School Report Cards are an important source of information about school performance and accountability. This report card not only shows the achievement of students overall, but also the progress schools are making towards meeting proficiency goals. This report card is designed to ensure the public is fully informed about school performance and also serves as a resource for all the stakeholders of the school community.

**Burrows Elementary School: School Contact Information 2009-2010**

<b>District</b>	Virginia/New York/Puerto Rico	<b>Web Address</b>	<a href="http://www.am.dodea.edu/ny_va/quantico/burrows">http://www.am.dodea.edu/ny_va/quantico/burrows</a>
<b>Grades</b>	4-5	<b>E-Mail Address</b>	Principal.BurrowsES@am.dodea.edu
<b>Enrollment</b>	143	<b>Phone Number</b>	Civ: 703-640-6118 DSN:

**Burrows Elementary School: School Improvement Goals 2009-2010**

**Goal 1:**

By 2012, all students will increase written communication skills by using editing and revising techniques to explain thinking and convey information in an organized manner as measured by the selected system-wide and local assessments.

**Goal 2:**

By 2012, all students will increase reading comprehension by constructing meaning from text as measured by the selected system-wide assessment (TerraNova Reading Subtest 3rd edition-4th and 5th grade), the SRI, and local assessments.

**Burrows Elementary School: Academic Indicators 2009-2010**

The purpose of this section is to highlight how student performance is aligned to the goals of the DoDEA Community Strategic Plan (CSP). Terra Nova Proficiency tables on this report include students who were enrolled in school during the time of the assessment.

Terra Nova	Reading	Mathematics
Overall School Proficiency	66%	53%
DoDEA CSP Proficiency Goal	75%	75%
National Average Proficiency	50%	50%

SAT Scores for College Bound Graduating Seniors of 2010		
Subtest	Score	Percentile
Combined	-	-
Critical Reading	-	-
Mathematics	-	-
Writing	-	-

DoDEA proficiency goals are outlined in DoDEA's Community Strategic Plan (CSP). Overall school proficiency is the percentage of students At and Above the 75% level. Please note: DoDEA does not fall under the Elementary and Secondary Education Act (No Child Left Behind - NCLB).

SAT scores taken from school years 2008 - 2010 tests.

**Burrows Elementary School: School Profile 2009-2010\***

Race	Number	Percent
American Indian or Alaskan Native	<20	-
Asian	<20	-
Black/African American	<20	-
Hawaiian or Pacific Islander	<20	-
Hispanic or Latino	25	17%
White	87	61%
Multi-Racial	<20	-
Declined to State	<20	-

Service Branch	Number	Percent
Air Force	<20	-
Army	<20	-
Marines	129	90%
Navy	<20	-
Coast Guard	<20	-
Civilian	<20	-
Other	<20	-

Gender	Number	Percent
Male	70	49%
Female	73	51%

English Language Learners	Number	Percent
Limited English Proficient	<20	-

Special Education	Number	Percent
Receives Special Education Services	<20	-

\*Percentages may not equal 100 due to rounding



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Annual School Report Card



**Burrows Elementary School: Terra Nova Performance By Student Group 2009-2010\***

Terra Nova 2009-2010								
Subject	Student Characteristic		Number of Students	Overall Proficiency	Performance Level (%)			
					Above Standard 76th-99th Percentile	At Standard 51st-75th Percentile	Partially Met Standard 26th-50th Percentile	Below Standard 1st-25th Percentile
Reading	<b>All Students</b>		<b>146</b>	<b>66%</b>	<b>27%</b>	<b>39%</b>	<b>24%</b>	<b>10%</b>
	Grade	4	75	<b>63%</b>	20%	43%	24%	13%
		5	71	<b>70%</b>	35%	35%	24%	6%
	Gender	Male	70	<b>64%</b>	27%	37%	24%	11%
		Female	76	<b>68%</b>	28%	41%	24%	8%
	Race & Ethnicity	Asian	<20	-	-	-	-	-
		Black	20	<b>50%</b>	25%	25%	35%	15%
		Hispanic/Latino	25	<b>76%</b>	24%	52%	12%	12%
		Multiracial	<20	-	-	-	-	-
		White	89	<b>66%</b>	31%	35%	26%	8%
	Mathematics	<b>All Students</b>		<b>144</b>	<b>53%</b>	<b>26%</b>	<b>26%</b>	<b>25%</b>
Grade		4	73	<b>40%</b>	16%	23%	34%	26%
		5	71	<b>66%</b>	37%	30%	15%	18%
Gender		Male	69	<b>52%</b>	29%	23%	28%	20%
		Female	75	<b>53%</b>	24%	29%	23%	24%
Race & Ethnicity		Asian	<20	-	-	-	-	-
		Black	20	<b>40%</b>	15%	25%	25%	35%
		Hispanic/Latino	24	<b>33%</b>	17%	17%	46%	21%
		Multiracial	<20	-	-	-	-	-
		White	89	<b>58%</b>	33%	26%	21%	20%

\*Percentages may not equal 100 due to rounding