

Bookman Road Elementary

1245 Bookman Road
Elgin, SC 29045

Grades	PK-5 Elementary School	
Enrollment	630 Students	
Principal	Michael Guliano	803-699-1724
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Melinda Anderson	803-736-5530

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Excellent**	**Excellent***
2008	Good	Good
2007	Good	Average
2006	Excellent	Good
2005	Excellent	Good

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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

Bookman Road Elementary	06/01/10-4002087

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

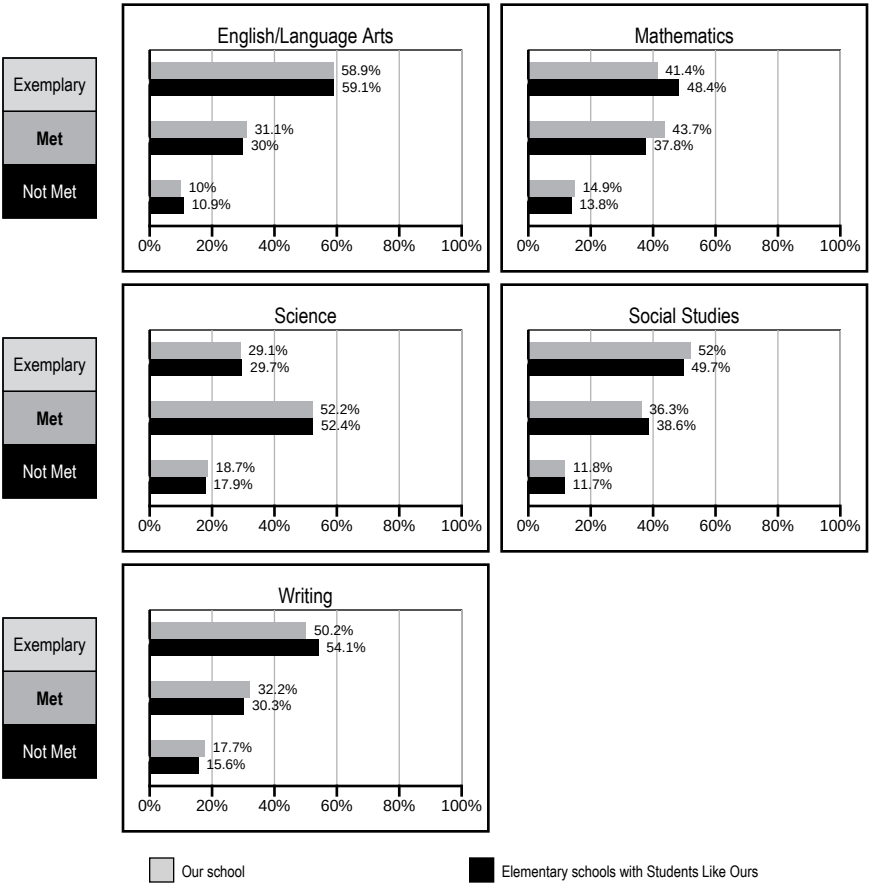
Percent of students tested in 2008-09 whose 2007-08 test scores were located	94.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	1	2	0	0

* Ratings are calculated with data available by 06/01/2010.

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=630)				
First graders who attended full-day kindergarten	97.7%	Down from 99.2%	100.0%	100.0%
Retention rate	0.7%	Down from 1.0%	1.1%	1.9%
Attendance rate	97.4%	No Change	96.7%	96.3%
Eligible for gifted and talented	23.4%	Up from 22.0%	27.1%	10.0%
With disabilities other than speech	5.8%	Up from 5.2%	6.2%	7.7%
Older than usual for grade	0.0%	No Change	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	70.5%	Up from 67.3%	65.7%	59.4%
Continuing contract teachers	70.5%	Up from 69.4%	79.7%	80.0%
Teachers with emergency or provisional certificates	2.5%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	76.1%	Down from 77.8%	87.5%	85.9%
Teacher attendance rate	95.4%	Up from 94.7%	94.9%	95.1%
Average teacher salary*	$48,760	Up 0.4%	$48,233	$47,149
Professional development days/teacher	9.2 days	Down from 9.3 days	10.8 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.5	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 19.8 to 1	19.6 to 1	18.8 to 1
Prime instructional time	91.7%	Up from 90.7%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,269	Up 5.8%	$6,914	$7,458
Percent of expenditures for instruction**	71.2%	Up from 66.6%	74.1%	68.8%
Percent of expenditures for teacher salaries**	68.4%	Up from 63.5%	68.8%	63.2%

* 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

Bookman Road Elementary School is a place where students are challenged to use the eighteen LIFESKILLS and Lifelong Guidelines of Personal Best, Trustworthiness, Truthfulness, Active Listening, and No Putdowns. All students are taught in an atmosphere of love and respect, and encouraged to learn, think, grow, and develop as unique individuals. Our focus on these key elements has helped us achieve high test scores and positive surveys that enabled us to receive a number of awards, including the Palmetto Silver Award and the Adequate Yearly Progress designation. We have also been recognized as a school that is closing the gap between historically achieving and historically underachieving students. Our teachers represent us well as local, state, and national presenters. During the past eleven years, we have had wonderful teacher representatives as our school's Teacher of the Year. After being selected as Bookman Road teacher of the year, five of these individuals went on to be named district honor roll teachers, two were named District Teacher of the Year, two were named State Teacher of the Year Finalists, and one became the State Teacher of the Year. All teachers and staff at Bookman collaborate and cooperate to make the entire group successful as we continue to learn and sharpen our teaching skills.

Our PASS scores this year show our commitment to providing quality teaching and learning in a nurturing environment to all of our students. We are pleased with the progress of our students but we know that if we are to help our students reach their maximum potential we must carefully study the results of these tests. Our task is to analyze where our students showed growth we would expect, analyze why the growth occurred, and to make curriculum and instructional changes to make sure that our children continue to be academically challenged. Conversely, we need to see what changes need to be made when expectations are not met so that we can continue to ensure success for all our students.

Please carefully review the data contained in this report. Bookman Road Elementary School and Richland School District Two have taken a number of steps to ensure that students are making progress in meeting standards. We are a standards-driven school and we make sure that statewide standards are taught. Our attendance is high, and we continue to learn best teaching practices. By working together—parent, teachers, and students—we will continue to see positive results on these statewide indicators of success.

Michael Guliano, Principal
Alston Lippert, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	113	80
Percent satisfied with learning environment	97.4%	90.2%	95.0%
Percent satisfied with social and physical environment	94.7%	88.5%	90.0%
Percent satisfied with school-home relations	97.4%	95.6%	96.3%

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

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School Adequate Yearly Progress

YES

This school met 21 out of 21 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	1.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.0%	0.0%	No
Student attendance rate	97.4%	94.0%*	Yes

* Or greater than last year

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Bookman Road Elementary										06/01/10-4002087
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 = 58.8% (Met or Exemplary)										
All Students	331	100	9.8	30.7	59.5	95.3	86	82.8	Yes	Yes
Gender										
Male	182	100	13.2	31	55.7	94.3	82.8	79.3	N/A	N/A
Female	149	100	5.6	30.3	64.1	96.5	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	178	100	4.6	21.8	73.6	97.7	94.5	89.5	Yes	Yes
African American	130	100	15.3	41.9	42.7	92.7	81.9	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.2	92.3	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	82.5	I/S	I/S
Disability Status										
Disabled	44	100	39.5	25.6	34.9	76.7	51.6	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	33.3	41.7	25	83.3	80.4	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	71	100	15.9	42.9	41.3	93.7	77.8	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	331	100	14.6	43	42.4	90.8	80.9	78.9	Yes	Yes
Gender										
Male	182	100	17.2	37.9	44.8	90.2	78.4	77	N/A	N/A
Female	149	100	11.3	49.3	39.4	91.5	83.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	178	100	8	36.2	55.7	96	93.2	87.2	Yes	Yes
African American	130	100	22.6	53.2	24.2	83.9	74.4	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	12	100	I/S	I/S	I/S	I/S	74.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	79.5	I/S	I/S
Disability Status										
Disabled	44	100	53.5	25.6	20.9	65.1	46.8	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	33.3	33.3	33.3	83.3	80.1	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	71	100	23.8	52.4	23.8	82.5	70.6	70.2	Yes	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	219	100	18.4	51.7	30	81.6	73.4	67.5
Gender								
Male	116	100	21.8	44.5	33.6	78.2	72.4	67
Female	103	100	14.4	59.8	25.8	85.6	74.5	68
Racial/Ethnic Group								
White	114	100	6.4	51.8	41.8	93.6	91.1	79.5
African American	86	100	34.1	52.4	13.4	65.9	64.1	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.2	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	67.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	71.2
Disability Status								
Disabled	25	100	45.8	37.5	16.7	54.2	41.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	14	100	27.3	54.5	18.2	72.7	69.4	59.6
Socio-Economic Status								
Subsized meals	47	100	34.1	48.8	17.1	65.9	59	55.1
Social Studies								
All Students	216	100	11.5	37	51.4	88.5	79.1	72.3
Gender								
Male	125	100	13.3	36.7	50	86.7	77.8	71.5
Female	91	100	9.1	37.5	53.4	90.9	80.3	73.2
Racial/Ethnic Group								
White	120	100	3.4	30.2	66.4	96.6	90.6	80.7
African American	83	100	22.2	45.7	32.1	77.8	72.9	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.4	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	74.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	32	100	41.9	35.5	22.6	58.1	50.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	77.9	67.9
Socio-Economic Status								
Subsized meals	44	100	12.2	58.5	29.3	87.8	68.6	62.1

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Bookman Road Elementary										06/01/10-4002087
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	332	96.4	16.9	32.5	50.6	83.1	75.5	70.2	97.4	97.4
Gender										
Male	182	94.5	23.4	32.9	43.7	76.6	69	63.2	97.3	97.3
Female	150	98.7	9.2	31.9	58.9	90.8	82.3	77.5	97.4	97.5
Racial/Ethnic Group										
White	177	97.2	9.5	26.6	63.9	90.5	88.1	79.1	97.1	97.3
African American	131	95.4	25	42.5	32.5	75	68.9	57.6	97.8	97.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.6	86.2	97.5	98
Hispanic	12	91.7	I/S	I/S	I/S	I/S	67.1	62.6	97.5	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	68.7	N/A	97.1
Disability Status										
Disabled	44	81.8	66.7	16.7	16.7	33.3	29.4	26.1	96.7	96.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	15	100	58.3	8.3	33.3	41.7	70.4	61.2	97.6	97.4
Socio-Economic Status										
Subsized meals	72	91.7	28.3	40	31.7	71.7	62.3	58.9	96.9	96.8

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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							
2009	3	104	100	8.2	22.4	69.4	91.8
	4	105	100	10	35	55	90
	5	122	100	11	33.9	55.1	89
	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							
2009	3	104	100	16.3	45.9	37.8	83.7
	4	105	100	8	36	56	92
	5	122	100	18.6	46.6	34.7	81.4
	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
Science							
2009	3	54	100	18.4	44.9	36.7	81.6
	4	104	100	21.2	48.5	30.3	78.8
	5	61	100	13.6	62.7	23.7	86.4
	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
Social Studies							
2009	3	50	100	8.2	38.8	53.1	91.8
	4	105	100	12	35	53	88
	5	61	100	13.6	39	47.5	86.4
	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							
2009	3	105	95.2	12.6	26.3	61.1	87.4
	4	106	97.2	15.2	40.4	44.4	84.8
	5	121	96.7	21.9	30.7	47.4	78.1
	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

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