



## Bookman Road Elementary

1245 Bookman Road  
Elgin, SC 29045

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	693 Students	
<b>Principal</b>	Michael Guliano	803-699-1724
<b>Superintendent</b>	Dr. Stephen Hefner	803-787-1910
<b>Board Chair</b>	Stephen Shellenberg	803-736-5530

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Good*</b>
2007	Good	Average
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

\* The School's 2008 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 DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

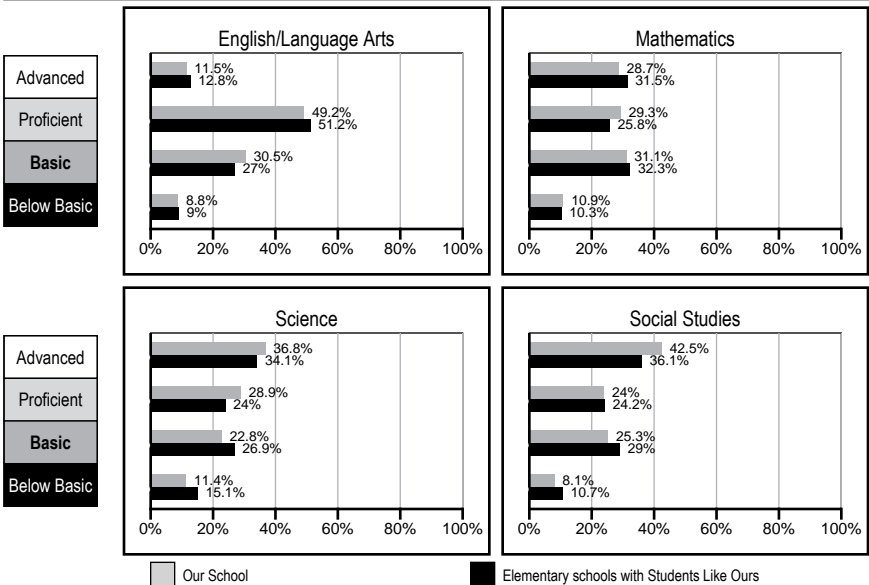
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
5	22	2	0	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=693)</b>				
First graders who attended full-day kindergarten	99.2%	Up from 99.1%	100.0%	100.0%
Retention rate	1.0%	No Change	1.4%	2.3%
Attendance rate	97.4%	No Change	96.7%	96.3%
Eligible for gifted and talented	22.0%	Down from 26.4%	24.5%	10.4%
With disabilities other than speech	5.2%	Down from 5.6%	5.2%	7.5%
Older than usual for grade	0.0%	Down from 0.7%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	67.3%	Down from 67.4%	61.1%	56.7%
Continuing contract teachers	69.4%	Down from 73.9%	81.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.8%	Down from 83.1%	88.8%	86.4%
Teacher attendance rate	94.7%	Down from 95.9%	95.0%	94.9%
Average teacher salary	\$48,547	Up 6.8%	\$47,297	\$45,345
Professional development days/teacher	9.3 days	Down from 11.7 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	6.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 21.4 to 1	20.0 to 1	18.5 to 1
Prime instructional time	90.7%	Down from 92.1%	90.4%	89.8%
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*	\$6,872	Down 0.5%	\$6,660	\$7,052
Percent of expenditures for instruction*	66.6%	Down from 67.1%	70.5%	69.1%
Percent of expenditures for teacher salaries*	63.5%	Down from 64.0%	64.9%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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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 Dick and Tunky Riley School Improvement Council Award and the Adequate Yearly Progress designation. We have also been recognized by the Education Oversight Committee 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 ten years, we have had wonderful teacher representatives as our school's Teacher of the Year, four of whom were district honor roll teachers, two who were District Teacher of the Year, two who were State Teacher of the Year Finalists, and one who was the State Teacher of the Year. We collaborate and cooperate to make us all successful as we all continue to learn.

Our PACT 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, parents, teachers, and students, we will continue to see positive results on these statewide indicators of success.

Michael Guliano, Principal  
Tanya Rodriguez-Hodges, SIC Committee Co-Chairperson  
Becky Groth, SIC Committee Co-Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	113	34
Percent satisfied with learning environment	100.0%	97.3%	91.2%
Percent satisfied with social and physical environment	100.0%	93.8%	93.9%
Percent satisfied with school-home relations	100.0%	94.7%	88.2%

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

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No Child Left Behind

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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.1%	0.0%	No
Student attendance rate	97.4%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	354	99.4	8.4	30.2	48.8	12.6	71.9	54.9	48.2	Yes	Yes
<b>Gender</b>											
Male	198	99.5	10.2	35.5	45.2	9.1	66.7	47.6	41.7	N/A	N/A
Female	156	99.4	6.1	23.6	53.4	16.9	78.4	62.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	198	99.5	3.6	19.8	58.3	18.2	84.9	75.1	60	Yes	Yes
African American	135	99.3	14.8	44.3	36.9	4.1	54.1	44.1	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	74.4	70.4	I/S	I/S
Hispanic	11	100	18.2	54.5	27.3	0	54.5	45.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	47	95.7	36.6	26.8	22	14.6	41.5	20.4	16	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	11	100	27.3	63.6	0	9.1	36.4	51.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	80	98.8	17.4	59.4	20.3	2.9	43.5	37.4	34	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	354	99.4	10.5	30.8	29.9	28.7	70.7	50	45.8	Yes	Yes
<b>Gender</b>											
Male	198	99.5	11.3	31.7	26.9	30.1	69.9	48.2	45.6	N/A	N/A
Female	156	99.4	9.5	29.7	33.8	27	71.6	51.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	198	99.5	3.1	22.9	32.8	41.1	83.3	73.9	59	Yes	Yes
African American	135	99.3	18.9	44.3	26.2	10.7	52.5	37	26.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	79.1	71.3	I/S	I/S
Hispanic	11	100	36.4	27.3	18.2	18.2	54.5	40.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	47	95.7	36.6	17.1	29.3	17.1	48.8	20.9	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	11	100	54.5	9.1	27.3	9.1	36.4	51.5	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	80	98.8	26.1	43.5	24.6	5.8	46.4	32.2	31.4	Yes	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	244	99.6	10.8	22.5	29	37.7	66.7	43	35.7	97.4	97.3
<b>Gender</b>											
Male	132	99.2	12	20	29.6	38.4	68	44.2	37.4	97.4	97.2
Female	112	100	9.4	25.5	28.3	36.8	65.1	41.8	33.8	97.5	97.5
<b>Racial/Ethnic Group</b>											
White	134	100	2.3	15.3	29.8	52.7	82.4	68.8	49.2	97.3	97.2
African American	98	99	23.6	32.6	27	16.9	43.8	29.1	17	97.8	97.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	96.4	98
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	37.1	24.9	97	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.7	96.5
<b>Disability Status</b>											
Disabled	38	97.4	36.4	15.2	24.2	24.2	48.5	18.6	14	97.1	96.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	43.8	24.4	97.1	97.2
<b>Socio-Economic Status</b>											
Subsided meals	55	98.2	21.3	42.6	25.5	10.6	36.2	24.7	21.1	96.8	96.8
<b>Social Studies</b>											
All Students	236	100	7.6	25	25.4	42	67.4	42.9	34	97.4	97.3
<b>Gender</b>											
Male	142	100	8.2	22.4	24.6	44.8	69.4	44.7	36.6	97.4	97.2
Female	94	100	6.7	28.9	26.7	37.8	64.4	40.9	31.3	97.5	97.5
<b>Racial/Ethnic Group</b>											
White	131	100	4.7	21.1	25	49.2	74.2	62.5	44.5	97.3	97.2
African American	92	100	10.7	31	27.4	31	58.3	31.9	19.1	97.8	97.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	96.4	98
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	37.4	27.5	97	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.7	96.5
<b>Disability Status</b>											
Disabled	31	100	26.7	20	20	33.3	53.3	21.3	14.4	97.1	96.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	45.9	27.3	97.1	97.2
<b>Socio-Economic Status</b>											
Subsided meals	52	100	21.3	31.9	25.5	21.3	46.8	25.3	21	96.8	96.8

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	133	100	10.1	27.9	51.2	10.9	62
	4	114	100	6.3	27.9	57.7	8.1	65.8
	5	108	100	10.3	33	53.6	3.1	56.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	111	100	8.7	23.3	50.5	17.5	68
	4	127	100	9.1	29.8	47.9	13.2	61.2
	5	116	98.3	7.3	37.3	48.2	7.3	55.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	133	100	10.1	55.8	20.2	14	34.1
	4	114	100	9	28.8	24.3	37.8	62.2
	5	108	100	8.2	27.8	20.6	43.3	63.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	111	100	13.6	38.8	26.2	21.4	47.6
	4	127	100	9.9	22.3	35.5	32.2	67.8
	5	116	98.3	8.2	32.7	27.3	31.8	59.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	66	100	17.5	38.1	28.6	15.9	44.4
	4	114	100	9.9	18.9	38.7	32.4	71.2
	5	55	100	12.5	41.7	14.6	31.3	45.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	58	98.3	11.3	24.5	39.6	24.5	64.2
	4	127	100	9.1	22.3	28.1	40.5	68.6
	5	59	100	14	21.1	21.1	43.9	64.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	68	100	7.7	21.5	41.5	29.2	70.8
	4	114	100	7.2	20.7	25.2	46.8	72.1
	5	55	100	6.3	31.3	35.4	27.1	62.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	54	100	6	28	32	34	66
	4	127	100	8.3	23.1	27.3	41.3	68.6
	5	55	100	7.5	26.4	15.1	50.9	66
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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