

POLO ROAD ELEMENTARY

1250 Polo Road
Columbia, SC 29223

Grades	PK-5 Elementary School	
Enrollment	724 Students	
Principal	Jane Fancher	803-419-2226
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Good
2008	Average	Average
2007	Good	Good
2006	N/A	N/A

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.

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

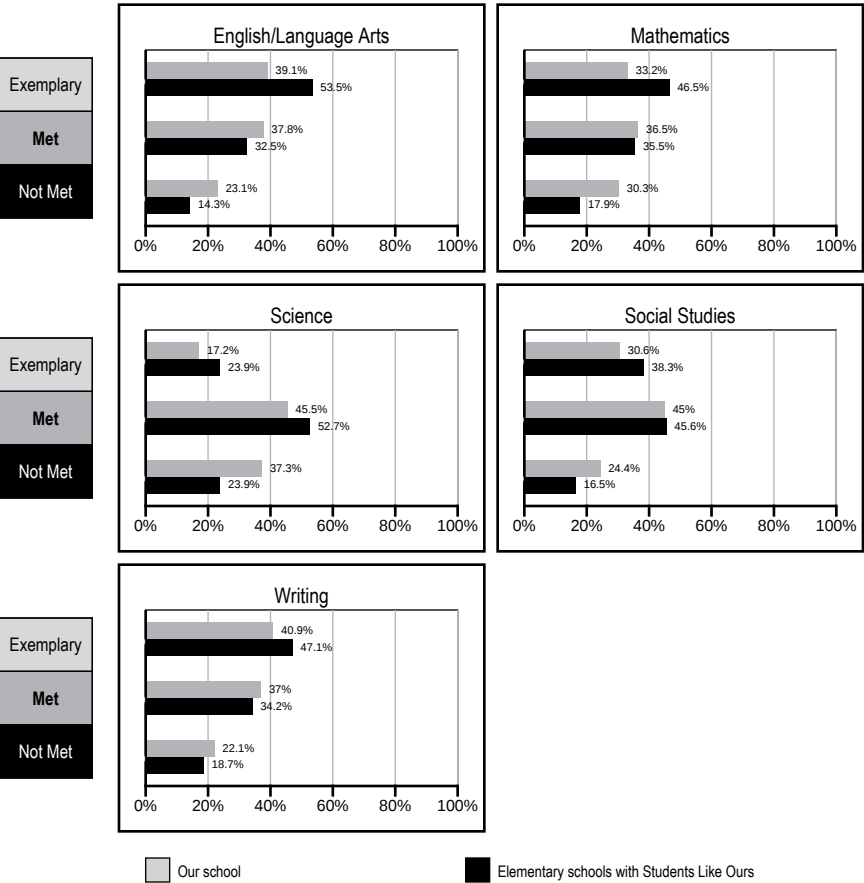
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 89.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	20	4	1	0

* Ratings are calculated with data available by 03/09/2011.

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=724)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	No Change	0.8%	1.2%
Attendance rate	96.4%	Down from 96.9%	96.5%	96.1%
Eligible for gifted and talented	11.1%	Down from 12.5%	19.7%	11.7%
With disabilities other than speech	10.3%	Up from 9.5%	7.9%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	69.1%	Up from 61.1%	67.4%	60.5%
Continuing contract teachers	72.7%	Up from 61.1%	86.0%	84.6%
Teachers with emergency or provisional certificates	2.3%	Down from 4.3%	0.0%	0.0%
Teachers returning from previous year	88.0%	N/A	88.5%	87.0%
Teacher attendance rate	95.0%	Down from 95.6%	95.9%	95.4%
Average teacher salary*	\$48,025	Up 4.0%	\$48,507	\$47,288
Professional development days/teacher	17.4 days	Down from 17.8 days	10.4 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	No Change	20.6 to 1	19.2 to 1
Prime instructional time	90.7%	Down from 91.6%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,285	Up 6.7%	\$6,921	\$7,548
Percent of expenditures for instruction**	70.2%	Up from 69.8%	70.6%	68.7%
Percent of expenditures for teacher salaries**	68.2%	Up from 68.0%	67.4%	65.1%

* 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

Polo Road is a twenty-first century school where children are Learning Today to Change Tomorrow. Our logo, a child standing on top of the world while looking through a spyglass, depicts the dreams, goals, and endless exploration opportunities for our students. This year, Polo Road was the recipient of two Palmetto Silver Awards - one for overall performance and the other for closing the achievement gap.

At Polo Road, challenging, exciting, and innovative learning experiences occur in every classroom every day. Our school is equipped with state-of-the-art technological equipment which is used to engage students in their learning. Most recently, we implemented QuEST - a gifted and talented program which exceeds the requirements and academic rigor specified by the state.

In realizing that learning extends beyond the classroom, our students participated in a number of service learning projects, including Winter Days, Pennies for Patients, and Hats on for Haiti. Students also demonstrated their commitment to healthy living by participating in our school's annual Pathfinder Fitness Challenge.

The support of our parents and greater community is phenomenal! Parents and community members have volunteered thousands of hours both on campus and remotely from home. We can always count on our parents and community partners for their support, and it makes all the difference in the world!

The faculty and staff of Polo Road are exemplary! They are highly qualified, dedicated, innovative, and caring professionals. Our entire faculty is trained in body-brain compatible learning and has seen the results of this research-based instructional model. Teachers have also received professional training in differentiated instruction and diversity. In addition, teachers participate in ongoing professional development in subject-specific areas. Ten teachers currently hold National Board Certification, and four are awaiting results. Our teachers secured grants to support instructional programs, ensuring that quality teaching and learning were not compromised in a year of economic crisis. Additionally, we were the recipients of KAIT - a grant funded by Louisiana State University to provide training and programming on Autism Spectrum Disorders.

Polo Road's successes are a result of the participation and involvement of motivated students, parents, staff, and community members. As a school community, we explore opportunities for our students to become empowered to make a difference.

Jane Fancher, Principal

James Manning, SIC Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	53	106	45
Percent satisfied with learning environment	98.1%	91.3%	93.3%
Percent satisfied with social and physical environment	98.1%	88.6%	95.6%
Percent satisfied with school-home relations	96.2%	88.7%	90.9%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 23 out of 25 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	
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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	2.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	346	99.7	24.6	36.1	39.3	84.7	85.9	83.5	Yes	Yes
Gender										
Male	177	100	32.3	34.1	33.5	79.9	82.7	80.1	N/A	N/A
Female	169	99.4	16.6	38.2	45.2	89.8	89.3	87	N/A	N/A
Racial/Ethnic Group										
White	79	100	14.5	26.3	59.2	88.2	94	89.6	Yes	Yes
African American	198	100	25.8	41.2	33	86.3	81.9	74.6	Yes	Yes
Asian/Pacific Islander	31	96.8	7.4	29.6	63	96.3	94	92.7	I/S	I/S
Hispanic	37	100	54.3	37.1	8.6	60	80.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
Disability Status										
Disabled	48	100	69.6	13	17.4	39.1	52.7	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	52	100	39.6	28.3	32.1	71.7	83.4	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	148	100	36.7	38.1	25.2	72.7	78.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	346	100	31.2	36.8	32.1	81.9	82.4	80.4	Yes	Yes
Gender										
Male	177	100	36	30.5	33.5	77.4	80	78.4	N/A	N/A
Female	169	100	26.1	43.3	30.6	86.6	84.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	79	100	21.1	28.9	50	88.2	93.2	87.8	Yes	Yes
African American	198	100	35.2	42.9	22	79.7	76.8	69.3	Yes	Yes
Asian/Pacific Islander	31	100	3.7	18.5	77.8	96.3	95.8	93.5	I/S	I/S
Hispanic	37	100	54.3	34.3	11.4	68.6	77.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	83.2	I/S	I/S
Disability Status										
Disabled	48	100	65.2	28.3	6.5	50	47.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	52	100	37.7	20.8	41.5	77.4	83.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	148	100	47.5	36.7	15.8	70.5	73.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	235	99.6	37.2	44.5	18.3	62.8	72.1	67.3
Gender								
Male	123	100	35.9	41	23.1	64.1	70.9	66.9
Female	112	99.1	38.6	48.5	12.9	61.4	73.3	67.7
Racial/Ethnic Group								
White	50	100	20.8	43.8	35.4	79.2	89.6	79.6
African American	138	99.3	39.2	47.2	13.6	60.8	63.1	49.7
Asian/Pacific Islander	18	100	17.6	47.1	35.3	82.4	88.2	84.4
Hispanic	28	100	N/A	N/A	N/A	33.3	65.6	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	35	97.1	62.5	21.9	15.6	37.5	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	36	100	50	34.2	15.8	50	70.5	58.6
Socio-Economic Status								
Subsidized meals	98	99	48.9	40	11.1	51.1	58.6	55.4

Social Studies								
All Students	233	98.7	24.9	45.6	29.5	75.1	77.1	70.9
Gender								
Male	124	98.4	24.3	40.9	34.8	75.7	75.3	70.1
Female	109	99.1	25.5	51	23.5	74.5	79.1	71.7
Racial/Ethnic Group								
White	55	98.2	19.2	36.5	44.2	80.8	88.6	79.2
African American	128	99.2	26.9	50.4	22.7	73.1	71.1	58.4
Asian/Pacific Islander	25	96	9.1	40.9	50	90.9	91	86.8
Hispanic	25	100	41.7	45.8	12.5	58.3	71.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	34	94.1	56.3	34.4	9.4	43.8	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	38	100	28.2	41	30.8	71.8	78.1	68
Socio-Economic Status								
Subsidized meals	100	98	36.6	46.2	17.2	63.4	66.2	60.8

Abbreviations for Missing Data

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

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	341	96.2	21.6	37.3	41.2	78.4	76.7	72.1	96.4	97
Gender										
Male	173	95.4	29.9	37.7	32.5	70.1	70.2	65.2	96.5	96.9
Female	168	97	13.2	36.8	50	86.8	83.4	79.2	96.3	97.1
Racial/Ethnic Group										
White	79	96.2	12.5	37.5	50	87.5	87.9	80.8	96	97.1
African American	196	95.4	21.5	39.5	39	78.5	71.3	59.7	96.5	96.9
Asian/Pacific Islander	28	100	11.1	25.9	63	88.9	89.8	87	97.4	97.9
Hispanic	37	97.3	50	32.4	17.6	50	66.4	64.6	96.3	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	73.4	92.2	96.5
Disability Status										
Disabled	44	72.7	71.9	18.8	9.4	28.1	32	27.7	94.8	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	51	98	36.5	32.7	30.8	63.5	71.7	63.7	97.1	97.2
Socio-Economic Status										
Subsidized meals	125	93.6	28.6	41.1	30.4	71.4	65.8	61.9	95.9	96.3

Abbreviations for Missing Data

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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	111	100	34	33	33	66
	4	111	100	20.4	42.9	36.7	79.6
	5	113	100	15.7	47.1	37.3	84.3
	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
2010	3	105	100	17.2	26.9	55.9	82.8
	4	120	99.2	33.3	39.5	27.2	66.7
	5	117	100	21.8	41.8	36.4	78.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	111	100	48	34	18	52
	4	111	100	15.3	43.9	40.8	84.7
	5	113	100	28.4	46.1	25.5	71.6
	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
2010	3	105	100	34.4	33.3	32.3	65.6
	4	120	100	27.2	38.6	34.2	72.8
	5	117	100	33.6	36.4	30	66.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	59	100	51.9	44.4	3.7	48.1
	4	111	100	28.6	48	23.5	71.4
	5	55	100	30.6	51	18.4	69.4
	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
2010	3	54	100	47.8	30.4	21.7	52.2
	4	120	100	35.1	50.9	14	64.9
	5	58	98.3	34.5	45.5	20	65.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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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							
2009	3	52	100	44.7	36.2	19.1	55.3
	4	111	100	11.2	49	39.8	88.8
	5	57	100	13	35.2	51.9	87
	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
2010	3	52	100	25	43.8	31.3	75
	4	120	99.2	28.1	46.5	25.4	71.9
	5	59	96.6	18.9	43.4	37.7	81.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	110	96.4	34	33	33	66
	4	112	97.3	22.4	39.8	37.8	77.6
	5	114	93.9	19.8	36.5	43.8	80.2
	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
2010	3	104	99	19.4	45.2	35.5	80.6
	4	119	95.8	27.5	32.1	40.4	72.5
	5	118	94.1	17.3	35.6	47.1	82.7
	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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