



## POLO ROAD ELEMENTARY

1250 Polo Road  
Columbia, SC 29223

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	773 Students	
<b>Principal</b>	Marshalynn Franklin	803-419-2226
<b>Superintendent</b>	Katie Brochu, Ed.D.	803-787-1910
<b>Board Chair</b>	Stephanie Burgess, Ph.D.	803-530-9899

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Good
2009	Average	Good
2008	Average	Average
2007	Good	Good

## 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 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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

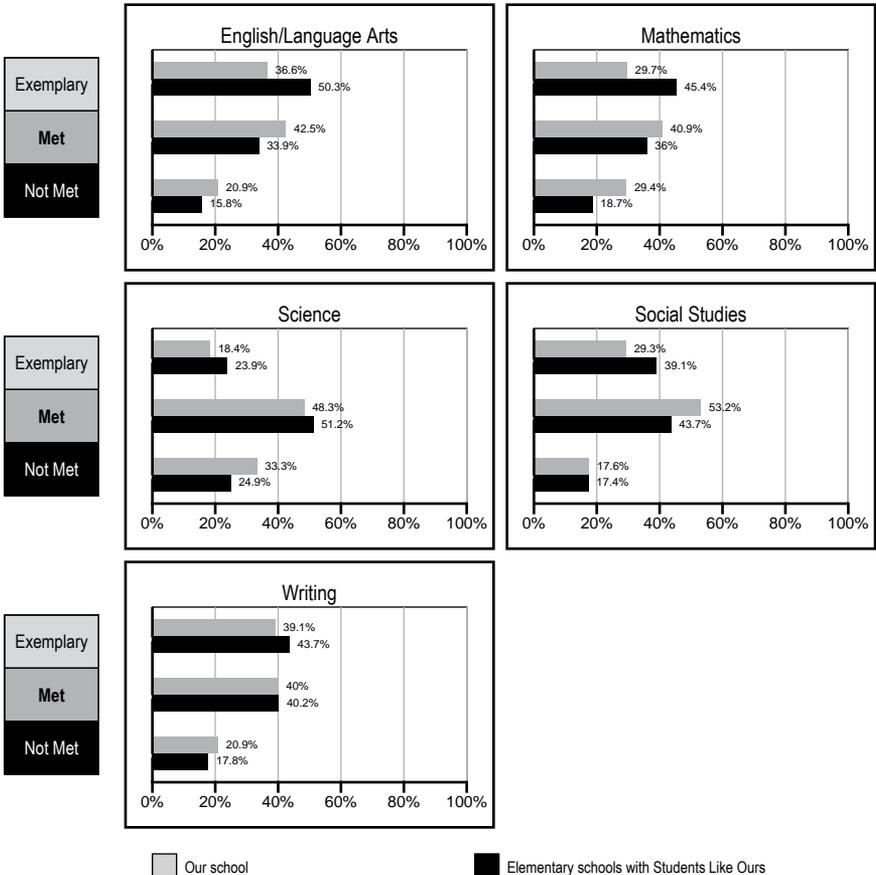
94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	30	4	1	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=773)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	No Change	0.8%	1.1%
Attendance rate	96.8%	Up from 96.4%	96.4%	96.2%
Served by gifted and talented program	10.4%	Down from 11.1%	20.2%	13.4%
With disabilities other than speech	3.7%	Down from 10.3%	3.7%	4.1%
Older than usual for grade	0.1%	Down from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	73.6%	Up from 69.1%	63.9%	62.5%
Continuing contract teachers	73.6%	Up from 72.7%	90.6%	88.2%
Teachers returning from previous year	86.5%	Down from 88.0%	89.4%	87.8%
Teacher attendance rate	93.9%	Down from 95.0%	95.2%	95.2%
Average teacher salary*	\$49,369	Up 2.8%	\$48,426	\$46,773
Professional development days/teacher	17.8 days	Up from 17.4 days	9.4 days	10.5 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.7 to 1	20.5 to 1	19.9 to 1
Prime instructional time	90.3%	Down from 90.7%	91.0%	90.4%
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**	\$8,188	Down 1.2%	\$6,878	\$7,447
Percent of expenditures for instruction**	73.6%	Up from 70.2%	69.9%	68.4%
Percent of expenditures for teacher salaries**	72.7%	Up from 68.2%	68.9%	65.8%

\* 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

In its fifth year, 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 once again 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 everyday. Our school is equipped with state-of-the-art technological equipment which is used to engage students in their learning. Most recently, we implemented one-to-one computing with our third grade students and look forward to expanding to fourth grade in 2011-2012. QuEST – a gifted and talented program which exceeds the requirements and academic rigor specified by the state – continues for identified students in fourth and fifth grade.

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

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. Twelve teachers currently hold National Board Certification, and three are awaiting results. Additionally, we completed the second year 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  
 Mary Jackson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	115	45
Percent satisfied with learning environment	100.0%	85.1%	86.0%
Percent satisfied with social and physical environment	100.0%	89.5%	90.9%
Percent satisfied with school-home relations	93.9%	93.9%	88.4%

\* 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

NO

This school met 25 out of 27 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	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	96.8%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	362	100	21.4	41.7	36.9	85.4	83.8	82.4	Yes	Yes
<b>Gender</b>										
Male	180	100	24.3	43.2	32.5	81.7	79.2	78.7	N/A	N/A
Female	182	100	18.6	40.1	41.3	89.2	88.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	82	100	13.9	34.2	51.9	91.1	93.4	88.9	Yes	Yes
African American	207	100	22	48.2	29.8	84.8	79.1	72.9	Yes	Yes
Asian/Pacific Islander	30	100	6.9	37.9	55.2	93.1	95.6	93	I/S	I/S
Hispanic	43	100	45.9	27	27	70.3	78.8	79.3	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	52	100	58.7	23.9	17.4	54.3	47.8	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	60	100	35.1	24.6	40.4	75.4	81.6	78.3	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	146	100	28.9	41.5	29.6	80	75.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	362	100	29.5	40.5	30.1	81.5	81.7	81.9	Yes	Yes
<b>Gender</b>										
Male	180	100	32.5	40.2	27.2	80.5	79.1	79.9	N/A	N/A
Female	182	100	26.3	40.7	32.9	82.6	84.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	82	100	15.2	46.8	38	93.7	93.5	88.9	Yes	Yes
African American	207	100	35.6	40.8	23.6	76.4	75.7	71.4	No	Yes
Asian/Pacific Islander	30	100	10.3	27.6	62.1	96.6	95.3	94.6	I/S	I/S
Hispanic	43	100	43.2	35.1	21.6	70.3	78	81.1	I/S	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	52	100	58.7	26.1	15.2	65.2	45.8	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	60	100	29.8	28.1	42.1	78.9	82.8	81.4	No	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	146	100	37.8	42.2	20	74.1	72.7	74.9	Yes	Yes

\* 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

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
<b>Science</b>								
All Students	230	99.6	31.6	48.4	20	68.4	71	68.6
<b>Gender</b>								
Male	113	99.1	34	42.5	23.6	66	69.9	68.3
Female	117	100	29.4	54.1	16.5	70.6	72.2	68.9
<b>Racial/Ethnic Group</b>								
White	52	100	21.2	44.2	34.6	78.8	90	80.7
African American	130	99.2	38	49.6	12.4	62	61.9	51.4
Asian/Pacific Islander	17	100	5.9	41.2	52.9	94.1	89.2	85.3
Hispanic	31	100	40	56	4	60	65	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	37	100	54.5	30.3	15.2	45.5	36.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	40	100	26.3	50	23.7	73.7	73.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	97	100	40.7	47.3	12.1	59.3	57.5	57.3
<b>Social Studies</b>								
All Students	234	99.6	17.8	52.8	29.4	82.2	76.5	72.5
<b>Gender</b>								
Male	107	100	23.2	42.4	34.3	76.8	74.4	72
Female	127	99.2	13	61.7	25.2	87	78.6	73.1
<b>Racial/Ethnic Group</b>								
White	59	98.3	9.1	50.9	40	90.9	89.3	81
African American	131	100	19.2	55.8	25	80.8	69.9	60
Asian/Pacific Islander	18	100	23.5	47.1	29.4	76.5	92.7	89
Hispanic	26	100	27.3	45.5	27.3	72.7	71.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	28	100	39.1	47.8	13	60.9	42.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	36	100	31.3	37.5	31.3	68.8	76	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	92	100	20	58.8	21.2	80	65.7	62.9

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
<b>Writing</b>										
All Students	122	95.9	20.9	40	39.1	79.1	75.5	73.2	96.8	97.2
<b>Gender</b>										
Male	67	92.5	25.8	41.9	32.3	74.2	68.9	67.2	96.7	97.2
Female	55	100	15.1	37.7	47.2	84.9	82.2	79.4	97	97.3
<b>Racial/Ethnic Group</b>										
White	25	92	9.1	22.7	68.2	90.9	88.7	81.5	96.5	97
African American	71	95.8	20.9	52.2	26.9	79.1	69.1	61.3	97.3	97.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.8	87	96.4	97.7
Hispanic	16	100	50	31.3	18.8	50	69.2	66.7	95.8	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	92.5	96.8
<b>Disability Status</b>										
Disabled	18	72.2	N/AV	N/AV	N/AV	30.8	27	26	96.1	96.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
<b>English Proficiency</b>										
Limited English Proficient	19	100	40.9	22.7	36.4	59.1	72.5	65.7	96.8	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	53	94.3	30.6	34.7	34.7	69.4	64.6	63.2	96.5	96.8

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
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	138	100	21.5	30.6	47.9	78.5
	4	101	100	16	45.7	38.3	84
	5	120	100	25.4	50	24.6	74.6
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	138	100	33.1	36.4	30.6	66.9
	4	101	100	14.9	44.7	40.4	85.1
	5	120	100	36.4	42.4	21.2	63.6
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	70	98.6	33.9	35.5	30.6	66.1
	4	100	100	22.6	59.1	18.3	77.4
	5	59	100	44.1	45.8	10.2	55.9
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	70	98.6	18.6	52.5	28.8	81.4
	4	101	100	12.8	50	37.2	87.2
	5	61	100	23.7	57.6	18.6	76.3
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	122	95.9	20.9	40	39.1	79.1
	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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