



Polo Road Elementary

1250 Polo Road
Columbia, SC 29223

Grades	PK-5 Elementary School	
Enrollment	618 Students	
Principal	Jane Fancher	803-419-2226
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	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
2008	Average	Average
2007	Good	Good
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

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

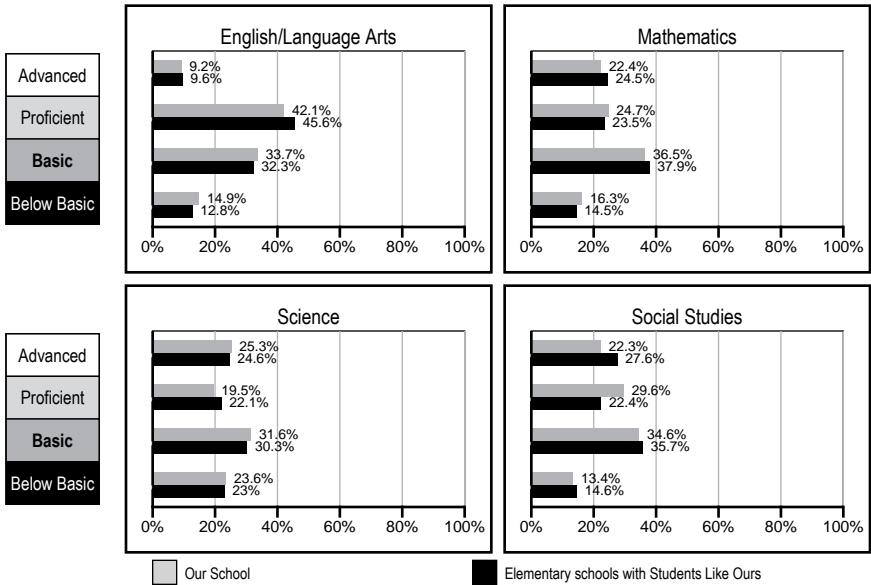
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 88.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	20	20	2	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
Students (n=618)				
First graders who attended full-day kindergarten	100.0%	Up from 90.9%	100.0%	100.0%
Retention rate	1.8%	Down from 2.3%	1.6%	2.3%
Attendance rate	96.8%	Up from 96.4%	96.7%	96.3%
Eligible for gifted and talented	16.8%	Up from 16.5%	18.8%	10.4%
With disabilities other than speech	10.0%	Up from 8.5%	6.9%	7.5%
Older than usual for grade	1.0%	Up from 0.9%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	60.9%	Up from 60.5%	59.4%	56.7%
Continuing contract teachers	65.2%	Down from 76.7%	79.6%	77.3%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.0%	86.4%
Teacher attendance rate	94.3%	Down from 97.1%	95.3%	94.9%
Average teacher salary	\$45,186	Up 2.5%	\$46,664	\$45,345
Professional development days/teacher	17.2 days	Up from 15.5 days	12.0 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.8 to 1	20.2 to 1	18.5 to 1
Prime instructional time	90.4%	Down from 92.2%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,480	N/A	\$6,572	\$7,052
Percent of expenditures for instruction*	55.3%	N/A	70.6%	69.1%
Percent of expenditures for teacher salaries*	54.3%	N/A	66.8%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Polo Road Elementary: 2007-2008 Recipient of the Palmetto Silver and Red Carpet Awards, and recognized for Closing the Achievement Gap!

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 children. Polo Road Explorers experience state-of-the-art technology: interactive whiteboards and computers in every classroom, two computer labs, science lab, video-streaming, and numerous technological tools and resources that are integrated into everyday learning.

The faculty and staff of Polo Road are exemplary! They are highly qualified, dedicated, innovative, and caring professionals. We share a vision of excellence on our journey as an ITI (Integrated Thematic Instruction) school where teachers have high expectations and children are respected and understand their role as learners and responsible citizens. Eight teachers currently hold National Board Certification, and four await results.

Polo Road established a professional development partnership with Columbia College, which encourages the infusion of best practices in the mastery of curriculum standards, continuous self-evaluation, and opportunities for professional growth. Along with this partnership, we continue a joint venture with the University of South Carolina's Early Childhood Education Department, thereby offering additional one-to-one assistance with first and second grade literacy. Columbia International University is also a professional partner.

We know that our successes rely upon the partnership between our school, home, and community. Working together, we continue to provide a safe, supportive, and positive environment that empowers all students to learn through developmentally appropriate, active learning experiences.

Jane Fancher, Principal
 Craig Plank, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	84	60
Percent satisfied with learning environment	100.0%	89.3%	88.1%
Percent satisfied with social and physical environment	100.0%	88.0%	89.7%
Percent satisfied with school-home relations	100.0%	91.6%	84.7%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 22 out of 23 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	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	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	1.6%	0.0%	No
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	303	100	14	34.7	40.6	10.7	63.5	54.9	48.2	Yes	Yes
Gender											
Male	160	100	16.4	40	35	8.6	57.1	47.6	41.7	N/A	N/A
Female	143	100	11.5	29	46.6	13	70.2	62.6	55	N/A	N/A
Racial/Ethnic Group											
White	107	100	2	32.7	51	14.3	80.6	75.1	60	Yes	Yes
African American	132	100	15.8	42.5	34.2	7.5	52.5	44.1	31.7	Yes	Yes
Asian/Pacific Islander	30	100	4.2	12.5	58.3	25	87.5	74.4	70.4	I/S	I/S
Hispanic	34	100	55.2	27.6	17.2	0	31	45.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	40	100	41.7	36.1	5.6	16.7	38.9	20.4	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	54	100	28.9	22.2	35.6	13.3	57.8	51.6	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	101	100	26.1	40.9	28.4	4.5	46.6	37.4	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	303	100	15.5	36.9	24.4	23.2	60.1	50	45.8	Yes	Yes
Gender											
Male	160	100	17.9	37.1	20	25	56.4	48.2	45.6	N/A	N/A
Female	143	100	13	36.6	29	21.4	64.1	51.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	107	100	2	31.6	29.6	36.7	80.6	73.9	59	Yes	Yes
African American	132	100	24.2	45.8	18.3	11.7	42.5	37	26.9	Yes	Yes
Asian/Pacific Islander	30	100	4.2	12.5	41.7	41.7	91.7	79.1	71.3	I/S	I/S
Hispanic	34	100	34.5	37.9	17.2	10.3	37.9	40.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	40	100	44.4	30.6	8.3	16.7	30.6	20.9	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	54	100	22.2	26.7	28.9	22.2	62.2	51.5	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	101	100	27.3	44.3	19.3	9.1	39.8	32.2	31.4	No	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
Science											
All Students	206	100	23.8	30.9	18.8	26.5	45.3	43	35.7	96.8	97.3
Gender											
Male	105	100	26.7	25.6	18.9	28.9	47.8	44.2	37.4	96.6	97.2
Female	101	100	20.9	36.3	18.7	24.2	42.9	41.8	33.8	96.9	97.5
Racial/Ethnic Group											
White	68	100	6.6	27.9	24.6	41	65.6	68.8	49.2	96.5	97.2
African American	89	100	30.4	35.4	19	15.2	34.2	29.1	17	97.2	97.4
Asian/Pacific Islander	21	100	5.9	29.4	17.6	47.1	64.7	65.2	58	97.4	98
Hispanic	28	100	58.3	25	4.2	12.5	16.7	37.1	24.9	95.5	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.5
Disability Status											
Disabled	28	100	64	4	8	24	32	18.6	14	95.4	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	41	100	37.1	31.4	8.6	22.9	31.4	43.8	24.4	96.8	97.2
Socio-Economic Status											
Subsided meals	75	100	36.9	33.8	18.5	10.8	29.2	24.7	21.1	95.9	96.8
Social Studies											
All Students	204	100	13.5	35.1	29.7	21.6	51.4	42.9	34	96.8	97.3
Gender											
Male	112	100	16.2	32.3	25.3	26.3	51.5	44.7	36.6	96.6	97.2
Female	92	100	10.5	38.4	34.9	16.3	51.2	40.9	31.3	96.9	97.5
Racial/Ethnic Group											
White	75	100	4.3	25.7	35.7	34.3	70	62.5	44.5	96.5	97.2
African American	93	100	19	46.4	27.4	7.1	34.5	31.9	19.1	97.2	97.4
Asian/Pacific Islander	19	100	6.3	18.8	37.5	37.5	75	67.9	58.9	97.4	98
Hispanic	17	100	33.3	33.3	6.7	26.7	33.3	37.4	27.5	95.5	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.5
Disability Status											
Disabled	31	100	28.6	39.3	25	7.1	32.1	21.3	14.4	95.4	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	31	100	18.5	25.9	29.6	25.9	55.6	45.9	27.3	96.8	97.2
Socio-Economic Status											
Subsided meals	65	100	28.6	32.1	28.6	10.7	39.3	25.3	21	95.9	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*	
English/Language Arts									
2007	3	103	99	17.6	24.7	41.2	16.5	57.6	
	4	98	99	10.3	23.1	56.4	10.3	66.7	
	5	85	98.8	16.2	54.4	27.9	1.5	29.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	96	100	12.8	27.9	39.5	19.8	59.3	
	4	109	100	19.8	32.3	39.6	8.3	47.9	
	5	98	100	9	43.8	42.7	4.5	47.2	
	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	
Mathematics									
2007	3	103	100	20	45.9	17.6	16.5	34.1	
	4	98	99	14.1	24.4	28.2	33.3	61.5	
	5	85	98.8	17.6	42.6	25	14.7	39.7	
	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	
2008	3	96	100	22.1	39.5	19.8	18.6	38.4	
	4	109	100	17.7	36.5	17.7	28.1	45.8	
	5	98	100	6.7	34.8	36	22.5	58.4	
	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	
Science									
2007	3	55	100	32.5	45	15	7.5	22.5	
	4	97	100	15.6	35.1	24.7	24.7	49.4	
	5	43	100	32.3	32.3	9.7	25.8	35.5	
	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	
2008	3	49	100	26.2	40.5	19	14.3	33.3	
	4	108	100	26.3	29.5	21.1	23.2	44.2	
	5	49	100	15.9	25	13.6	45.5	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	
Social Studies									
2007	3	54	100	8.3	33.3	33.3	25	58.3	
	4	97	100	5.2	41.6	26	27.3	53.2	
	5	43	100	23.5	44.1	20.6	11.8	32.4	
	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	
2008	3	47	100	6.8	40.9	36.4	15.9	52.3	
	4	108	100	14.6	35.4	22.9	27.1	50	
	5	49	100	17.8	28.9	37.8	15.6	53.3	
	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	

Abbreviations for Missing Data

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