



Polo Road Elementary

1250 Polo Road
Columbia, SC 29223

Grades	PK-5 Elementary School	
Enrollment	696 Students	
Principal	Jane Fancher	803-419-2226
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	Average	Good
2008	Average	Average
2007	Good	Good
2006	N/A	N/A
2005	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

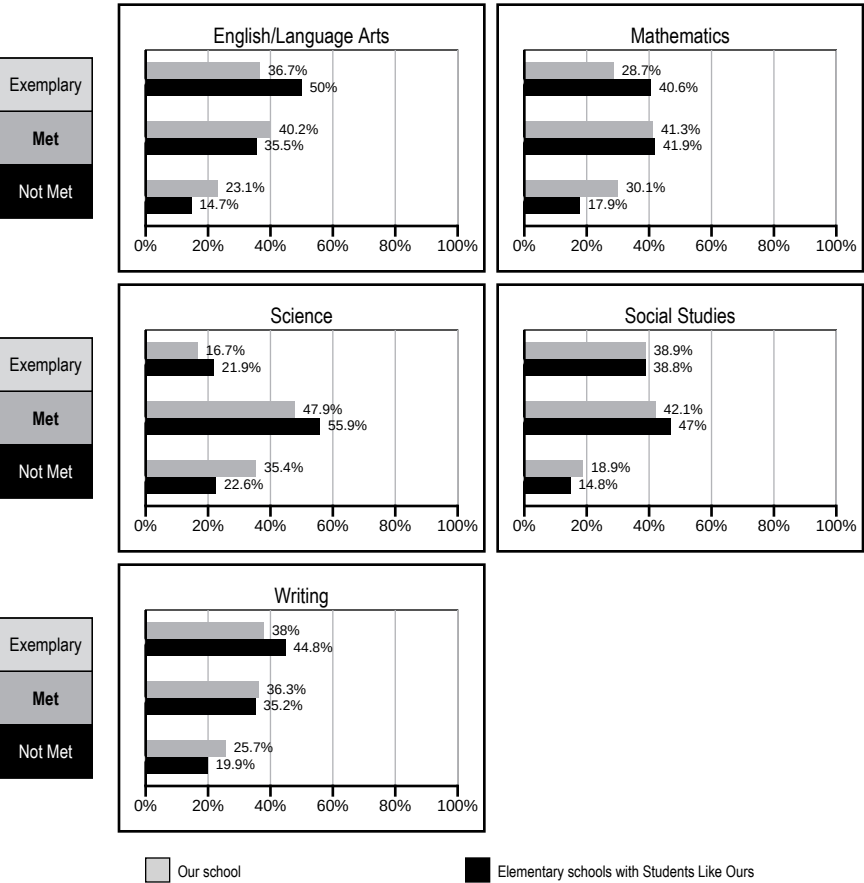
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 92.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	23	10	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=696)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.8%	1.4%	1.9%
Attendance rate	96.9%	Up from 96.8%	96.7%	96.3%
Eligible for gifted and talented	12.5%	Down from 16.8%	17.4%	10.0%
With disabilities other than speech	9.5%	Down from 10.0%	7.5%	7.7%
Older than usual for grade	0.4%	Down from 1.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	61.1%	Up from 60.9%	61.2%	59.4%
Continuing contract teachers	61.1%	Down from 65.2%	83.0%	80.0%
Teachers with emergency or provisional certificates	4.3%	Up from 2.9%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	85.9%	85.9%
Teacher attendance rate	95.6%	Up from 94.3%	95.1%	95.1%
Average teacher salary*	\$46,176	Up 2.2%	\$48,686	\$47,149
Professional development days/teacher	17.8 days	Up from 17.2 days	10.3 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.5 to 1	19.9 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 90.4%	90.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,766	Down 22.1%	\$6,623	\$7,458
Percent of expenditures for instruction**	69.8%	Up from 55.3%	70.6%	68.8%
Percent of expenditures for teacher salaries**	68.0%	Up from 54.3%	64.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** 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 is a 21st 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.

At Polo Road, challenging, exciting, and innovative learning experiences occur in every classroom everyday. Our school is equipped with state-of-the-art technology, including interactive whiteboards and computers in every classroom, two computer labs, class sets of wireless computers, and digital cameras. This equipment is used to engage students in their learning. Polo Road was one of two schools in Richland Two that piloted QuEST, a program for gifted and talented students in fourth and fifth grades.

In realizing that learning extends beyond the classroom, our students participated in a number of service-learning projects, including Winter Days, Souper Bowl of Caring, and Hats on for Mrs. Carroll. In addition, students demonstrated their commitment to healthy living by participating in our school's annual Pathfinder Fitness Challenge.

The support of our parents and greater community has been phenomenal! Parents and community members have volunteered thousands of hours both on campus and remotely from home. Be it fundraising, decorating for a school-wide function, planning a class celebration, or chaperoning on a field study, 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. Seven teachers currently hold National Board Certification, and five are awaiting results. Our teachers secured thousands of dollars in grants to support instructional programs, ensuring that quality teaching and learning were not compromised in a year of economic crisis.

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 bridge opportunities for our students to become empowered to make a difference.

Jane Fancher, Principal
Joan McDuffie, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	97	57
Percent satisfied with learning environment	100.0%	85.6%	100.0%
Percent satisfied with social and physical environment	100.0%	83.5%	93.0%
Percent satisfied with school-home relations	100.0%	85.1%	98.2%

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

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 25 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	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	0.0%	0.0%	Yes
Student attendance rate	96.9%	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	335	100	23.3	41	35.7	84.3	86	82.8	Yes	Yes
Gender										
Male	182	100	24.8	40.6	34.5	83.6	82.8	79.3	N/A	N/A
Female	153	100	21.5	41.5	37	85.2	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	86	100	14.1	34.6	51.3	91	94.5	89.5	Yes	Yes
African American	184	100	22.8	49.7	27.5	85.4	81.9	73.7	Yes	Yes
Asian/Pacific Islander	29	100	4.5	18.2	77.3	95.5	92.2	92.3	I/S	I/S
Hispanic	36	100	65.5	24.1	10.3	51.7	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	51	100	54.3	37	8.7	56.5	51.6	52	SWD	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	61	100	44	18	38	70	80.4	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	147	100	35.9	39.7	24.4	74.8	77.8	75.5	Yes	Yes

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

All Students	335	100	30.7	41.3	28	77.7	80.9	78.9	Yes	Yes
Gender										
Male	182	100	33.3	43	23.6	75.8	78.4	77	N/A	N/A
Female	153	100	27.4	39.3	33.3	80	83.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	86	100	15.4	37.2	47.4	92.3	93.2	87.2	Yes	Yes
African American	184	100	35.1	48.5	16.4	74.3	74.4	66.7	Yes	Yes
Asian/Pacific Islander	29	100	4.5	22.7	72.7	95.5	94.1	93	I/S	I/S
Hispanic	36	100	65.5	24.1	10.3	44.8	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	51	100	54.3	37	8.7	67.4	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	61	100	44	18	38	62	80.1	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	147	100	42	44.3	13.7	71	70.6	70.2	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
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Science

All Students	225	100	35.3	47.8	16.9	64.7	73.4	67.5
Gender								
Male	121	100	33.9	48.6	17.4	66.1	72.4	67
Female	104	100	37	46.7	16.3	63	74.5	68
Racial/Ethnic Group								
White	62	100	20	52.7	27.3	80	91.1	79.5
African American	121	100	41.1	50	8.9	58.9	64.1	50.3
Asian/Pacific Islander	19	100	7.1	35.7	57.1	92.9	88.2	84.3
Hispanic	23	100	65	30	5	35	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	38	100	55.9	32.4	11.8	44.1	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	38	100	48.5	27.3	24.2	51.5	69.4	59.6
Socio-Economic Status								
Subsided meals	93	100	48.2	41	10.8	51.8	59	55.1

Social Studies

All Students	220	100	19.6	42.2	38.2	80.4	79.1	72.3
Gender								
Male	119	100	20.4	41.7	38	79.6	77.8	71.5
Female	101	100	18.7	42.9	38.5	81.3	80.3	73.2
Racial/Ethnic Group								
White	54	100	6	42	52	94	90.6	80.7
African American	122	100	23	45.1	31.9	77	72.9	60
Asian/Pacific Islander	21	100	6.3	18.8	75	93.8	88.4	88.5
Hispanic	23	100	45	45	10	55	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	27	100	41.7	50	8.3	58.3	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	40	100	33.3	24.2	42.4	66.7	77.9	67.9
Socio-Economic Status								
Subsided meals	103	100	27.4	51.6	21.1	72.6	68.6	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	336	95.8	25.4	36.4	38.1	74.6	75.5	70.2	96.9	97.4
Gender										
Male	186	93.6	31	38	31	69	69	63.2	96.8	97.3
Female	150	98.7	18.8	34.6	46.6	81.2	82.3	77.5	96.9	97.5
Racial/Ethnic Group										
White	82	95.1	13.5	28.4	58.1	86.5	88.1	79.1	96.7	97.3
African American	186	95.2	26.8	45.1	28	73.2	68.9	57.6	97	97.4
Asian/Pacific Islander	31	100	4	24	72	96	90.6	86.2	96.9	98
Hispanic	37	97.3	67.9	17.9	14.3	32.1	67.1	62.6	96.7	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	68.7	94.7	97.1
Disability Status										
Disabled	51	74.5	75	19.4	5.6	25	29.4	26.1	96.2	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	62	98.4	42	20	38	58	70.4	61.2	97.1	97.4
Socio-Economic Status										
Subsidized meals	150	93.3	38.5	38.5	23	61.5	62.3	58.9	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
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
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
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
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
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

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