

Carolina School For Inquiry

7405-A Fairfield Road
Columbia, South Carolina

Grades	K-5 Elementary School	
Enrollment	93 Students	
Principal	Victoria Dixon-Mokeba	803-691-1250
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Below Average	Below Average
2007	At-Risk	At-Risk
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.

http://ed.sc.gov
http://www.eoc.sc.gov

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

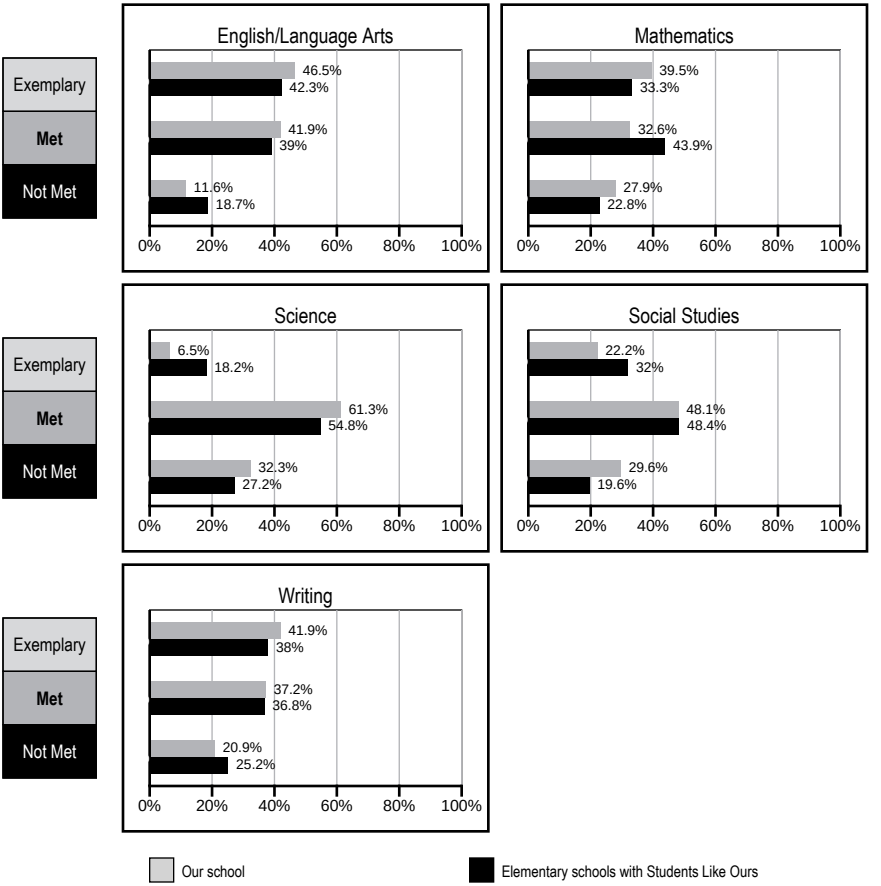
Percent of students tested in 2008-09 whose 2007-08 test scores were located	89.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	30	51	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=93)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 2.2%	2.0%	1.9%
Attendance rate	97.1%	Up from 96.4%	96.3%	96.3%
Eligible for gifted and talented	0.0%	No Change	13.0%	10.0%
With disabilities other than speech	3.1%	Down from 6.5%	7.7%	7.7%
Older than usual for grade	0.0%	Down from 1.2%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	100.0%	No Change	59.7%	59.4%
Continuing contract teachers	80.0%	Up from 50.0%	82.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.3%	85.9%
Teacher attendance rate	97.7%	Down from 98.6%	95.3%	95.1%
Average teacher salary*	$58,299	Up 5.7%	$47,211	$47,149
Professional development days/teacher	9.4 days	Down from 12.9 days	11.2 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Up from 11.3 to 1	19.2 to 1	18.8 to 1
Prime instructional time	94.5%	Up from 94.3%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,686	Up 1.8%	$6,963	$7,458
Percent of expenditures for instruction**	66.0%	Down from 69.0%	69.2%	68.8%
Percent of expenditures for teacher salaries**	59.0%	Down from 62.3%	64.0%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission of the Carolina School for Inquiry is to teach a diverse population of children in an atmosphere of kindness that encourages active inquiry, fosters individual growth, and promotes respect for self, others, and the world in which they live. We have completed our third year as a public charter school. While we have faced many challenges, we have improved the quality of our educational programs and our community support network. This year, we again focused on the intentionality of our teaching methods and engagements. We met weekly to discuss the outcomes of the learning that was taking place in our learning communities. Our conversations were always focused on student learning and student achievement reflecting on ways to grow each child. In an inquiry standards-based learning environment, the emphasis is on learning and continual progress. In order for each child to develop a clear sense of what they know and need to know, Carolina School for Inquiry uses standards-based report cards and narrative report cards to inform students and families how they are doing in specific areas related to social sciences, reading, writing, and math. This method of reporting emphasizes "learning or earning." A key advantage to our reporting system is to provide specific feedback so that parents can purposefully work with their children at home, and to support the school's effort in enabling the student to reach proficiency or to reinforce the school's effort to move students beyond proficiency to advanced levels of understanding. Students are assessed as individuals, socially and academically. Each child in grades K-5 has shown at least a year's growth in a year's time. Students were assessed formally three times last year using the Dominie Reading Assessment. This assessment gave teachers a good basis for what each child was able to do and provided a means for the teachers to intentionally meet student needs in weak areas. We also used Study Island, a formal online assessment of mathematics. Both assessments were used to drive instruction and to intentionally meet the needs of individual students. As a reflective group of educators, we understand the importance of PASS. The staff designed a non-threatening, intense eight-week PASS Academy for students in grades 3-5. The goal was to teach testing as a genre and to provide students with the necessary tools to perform successfully on the PASS. The academy did not replace the continual authentic learning that happened throughout the school year. During the 2008-09 school year, we have enhanced our special area classes and the various academies that happen after school whose design is to immerse our students in various disciplines authentically. We know and understand that all students learn differently. It is our goal and mission to tap into the natural curiosities of each of our students. Another highlight for our school is our school nurse program. Jean Hopkins has brought so much awareness to the staff, students, and family, emphasizing that Healthy Children Learn Better. Our parent group Friends of CSI (FOCSI) is truly the nucleus of our school. FOCSI has sponsored many field experiences for our students, hosted a Back to School Bash, sponsored summer ice cream and hot dog socials, provided events for the community, and sponsored our yearly community May Fest.

Quanya Johnson , FOCSI President
Victoria Dixon-Mokeba, Lead Teacher

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	17	10
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	83.3%	94.1%	100.0%

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

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School Adequate Yearly Progress

YES

This school met 7 out of 7 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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

* Or greater than last year

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Carolina School For Inquiry										06/01/10-4001603
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	45	100	11.6	41.9	46.5	97.7	78.6	82.8	Yes	Yes
Gender										
Male	29	100	10.7	35.7	53.6	96.4	74.4	79.3	N/A	N/A
Female	16	100	13.3	53.3	33.3	100	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	40	100	12.8	41	46.2	97.4	74.6	73.7	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	19	100	5.3	73.7	21.1	100	74.1	75.5	I/S	I/S
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	45	100	27.9	32.6	39.5	81.4	70.3	78.9	Yes	Yes
Gender										
Male	29	100	28.6	25	46.4	78.6	67.8	77	N/A	N/A
Female	16	100	26.7	46.7	26.7	86.7	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	40	100	30.8	30.8	38.5	79.5	64.6	66.7	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	36.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	19	100	36.8	47.4	15.8	78.9	64	70.2	I/S	I/S

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	32	100	32.3	61.3	6.5	67.7	58.1	67.5
Gender								
Male	21	100	30	60	10	70	57	67
Female	11	100	N/AV	N/AV	N/AV	63.6	59.1	68
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	30	100	34.5	58.6	6.9	65.5	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsized meals	13	100	N/AV	N/AV	N/AV	53.8	49.1	55.1
Social Studies								
All Students	29	100	29.6	48.1	22.2	70.4	65.2	72.3
Gender								
Male	17	100	37.5	31.3	31.3	62.5	63.1	71.5
Female	12	100	18.2	72.7	9.1	81.8	67.2	73.2
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	24	100	34.8	47.8	17.4	65.2	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
Socio-Economic Status								
Subsized meals	15	100	40	46.7	13.3	60	58	62.1

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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	45	100	20.9	37.2	41.9	79.1	63.9	70.2	97.1	95.9
Gender										
Male	29	100	25	32.1	42.9	75	55.8	63.2	97.1	95.7
Female	16	100	13.3	46.7	40	86.7	71.9	77.5	97	96.2
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	86.2	79.1	95.4	96
African American	40	100	20.5	38.5	41	79.5	58	57.6	97.3	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	62.6	99.9	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	22.3	26.1	96.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	N/A	96.2
Socio-Economic Status										
Subsized meals	19	100	26.3	42.1	31.6	73.7	56.7	58.9	96.5	95.7

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Carolina School For Inquiry 06/01/10-4001603

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	16	100	13.3	26.7	60	86.7
	4	16	100	13.3	60	26.7	86.7
	5	13	100	7.7	38.5	53.8	92.3
	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	16	100	33.3	13.3	53.3	66.7
	4	16	100	33.3	33.3	33.3	66.7
	5	13	100	15.4	53.8	30.8	84.6
	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	9	I/S	I/S	I/S	I/S	I/S
	4	16	100	33.3	60	6.7	66.7
	5	7	I/S	I/S	I/S	I/S	I/S
	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	7	I/S	I/S	I/S	I/S	I/S
	4	16	100	26.7	46.7	26.7	73.3
	5	6	I/S	I/S	I/S	I/S	I/S
	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	16	100	6.7	33.3	60	93.3
	4	16	100	33.3	40	26.7	66.7
	5	13	100	23.1	38.5	38.5	76.9
	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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