



## Carolina School For Inquiry

7405-A Fairfield Road  
Columbia, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	100 Students	
<b>Principal</b>	Victoria Dixon-Mokeba	803-691-1250
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	At-Risk	At-Risk
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**

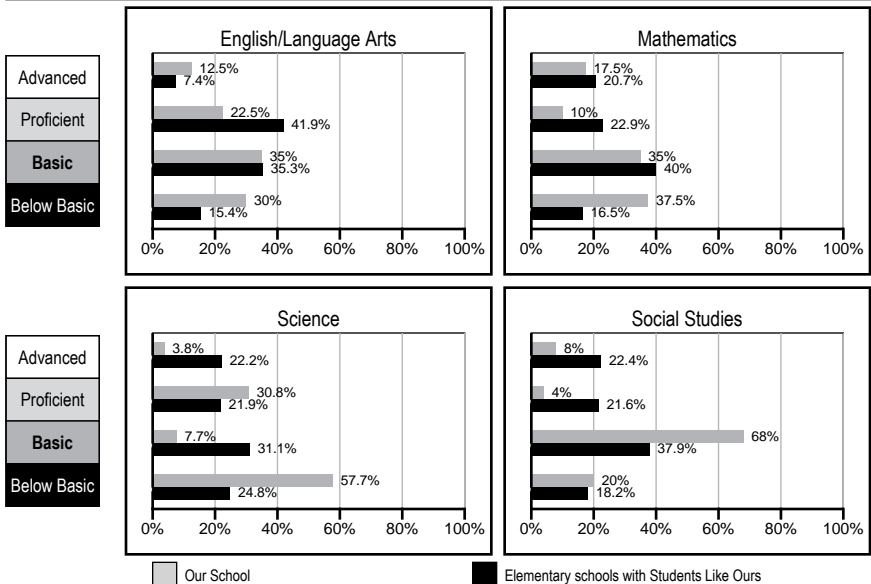
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.8%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	29	58	4	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
<b>Students (n=100)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 0.0%	2.1%	2.3%
Attendance rate	96.4%	Down from 97.6%	96.4%	96.3%
Eligible for gifted and talented	0.0%	No Change	12.6%	10.4%
With disabilities other than speech	6.5%	Up from 3.4%	7.6%	7.5%
Older than usual for grade	1.2%	Up from 0.0%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=11)</b>				
Teachers with advanced degrees	100.0%	No Change	56.0%	56.7%
Continuing contract teachers	50.0%	Up from 40.0%	77.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.0%	86.4%
Teacher attendance rate	98.6%	Down from 98.9%	94.9%	94.9%
Average teacher salary	\$55,133	Up 11.8%	\$45,414	\$45,345
Professional development days/teacher	12.9 days	Down from 31.5 days	12.1 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	11.3 to 1	Down from 14.8 to 1	19.3 to 1	18.5 to 1
Prime instructional time	94.3%	Down from 96.0%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.5%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,548	N/A	\$6,448	\$7,052
Percent of expenditures for instruction*	69.0%	N/A	70.0%	69.1%
Percent of expenditures for teacher salaries*	62.3%	N/A	65.5%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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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 are in our second 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 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 Dominic 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 on-line 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 PACT. The staff designed a non-threatening, intense 6-week PACT 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 PACT. The academy did not replace the continual authentic learning that happened throughout the school year.

For 2008-09 we have installed SMART Boards in each learning community. This technology will only enhance the great learning that is already taking place at CSI. We have also formed more partnerships with the University of South Carolina and South Carolina State University. Our school will be part of a 3-5 year longitudinal study that focuses on culturally relevant pedagogy as it relates to teaching and learning for all students and their families. Our parent group Friends of CSI (FOCSI) is truly the nucleus of our school. FOCSI has purchased our school sign, sponsored many field experiences for our students, hosted a Back to School Bash, sponsored summer ice cream and hot dog socials, provided two Fish Fries for the community, sponsored our yearly community May Fest, and has outfitted our media center. CSI is on the move!

Victoria Dixon-Mokeba, Lead Teacher    Kenya Johnson Cannon, FOCSI President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	5	25	10
Percent satisfied with learning environment	100.0%	96.0%	90.0%
Percent satisfied with social and physical environment	100.0%	95.8%	100.0%
Percent satisfied with school-home relations	60.0%	88.0%	90.0%

\* 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 4 out of 5 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	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.2%	0.0%	No
Student attendance rate	96.4%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

All Students	40	100	30	35	22.5	12.5	47.5	41.2	48.2	Yes	Yes
<b>Gender</b>											
Male	25	100	24	36	32	8	52	35	41.7	N/A	N/A
Female	15	100	40	33.3	6.7	20	40	47.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	35	100	34.3	40	11.4	14.3	40	33.3	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.7	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
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	14.1	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	18	100	38.9	38.9	16.7	5.6	38.9	31.2	34	I/S	I/S

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

All Students	40	100	37.5	35	10	17.5	30	34.9	45.8	No	Yes
<b>Gender</b>											
Male	25	100	28	40	12	20	36	33.8	45.6	N/A	N/A
Female	15	100	53.3	26.7	6.7	13.3	20	35.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	35	100	42.9	34.3	5.7	17.1	22.9	25.8	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.9	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
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	12.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	18	100	50	38.9	11.1	0	11.1	24.6	31.4	I/S	I/S

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**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
<b>Science</b>											
All Students	26	100	57.7	7.7	30.8	3.8	34.6	25.3	35.7	96.4	96.1
<b>Gender</b>											
Male	18	100	50	5.6	38.9	5.6	44.4	26	37.4	96.6	95.8
Female	8	I/S	I/S	I/S	I/S	I/S	I/S	24.6	33.8	96.1	96.3
<b>Racial/Ethnic Group</b>											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	94.6	96.3
African American	23	100	65.2	8.7	26.1	0	26.1	16.4	17	96.8	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	90	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	N/A	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
<b>Disability Status</b>											
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	8.9	14	95.6	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
<b>Socio-Economic Status</b>											
Subsided meals	12	100	75	8.3	16.7	0	16.7	15.1	21.1	96	95.8
<b>Social Studies</b>											
All Students	25	100	20	68	4	8	12	27.2	34	96.4	96.1
<b>Gender</b>											
Male	12	100	8.3	75	0	16.7	16.7	28.1	36.6	96.6	95.8
Female	13	100	30.8	61.5	7.7	0	7.7	26.2	31.3	96.1	96.3
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	94.6	96.3
African American	22	100	22.7	68.2	4.5	4.5	9.1	18.2	19.1	96.8	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	90	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	N/A	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
<b>Disability Status</b>											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	9.7	14.4	95.6	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
<b>Socio-Economic Status</b>											
Subsided meals	11	100	27.3	72.7	0	0	0	16.8	21	96	95.8

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	17	100	31.3	18.8	37.5	12.5	50
	4	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
<b>2008</b>	3	17	100	11.8	23.5	35.3	29.4	64.7
	4	11	100	36.4	45.5	18.2	0	18.2
	5	12	100	50	41.7	8.3	0	8.3
	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	I/S
<b>Mathematics</b>								
<b>2007</b>	3	17	100	25	56.3	6.3	12.5	18.8
	4	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
<b>2008</b>	3	17	100	29.4	29.4	11.8	29.4	41.2
	4	11	100	45.5	36.4	9.1	9.1	18.2
	5	12	100	41.7	41.7	8.3	8.3	16.7
	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	I/S
<b>Science</b>								
<b>2007</b>	3	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
<b>2008</b>	3	8	I/S	I/S	I/S	I/S	I/S	I/S
	4	11	100	63.6	18.2	9.1	9.1	18.2
	5	7	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S
<b>Social Studies</b>								
<b>2007</b>	3	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
<b>2008</b>	3	9	I/S	I/S	I/S	I/S	I/S	I/S
	4	11	100	18.2	72.7	0	9.1	9.1
	5	5	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S

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