



SC Annual School Report Card Summary

CAROLINA SCHOOL FOR INQUIRY

Richland 1

Grades: K-6

Enrollment: 114

Principal: Victoria Dixon-Mokeba

Superintendent: Dr. Percy A. Mack

Board Chair: Vince Ford

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Average	Average	TBD	TBD	Met	N/A
2009	Average	Average	N/A	N/A	Met	N/A
2008	Below Average	Below Average	N/A	N/A	Not Met	N/A

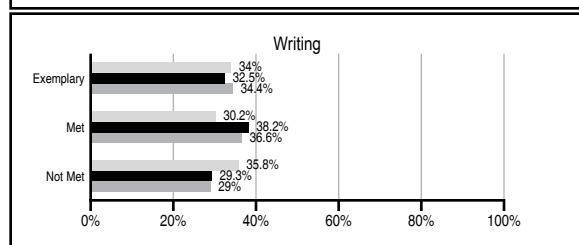
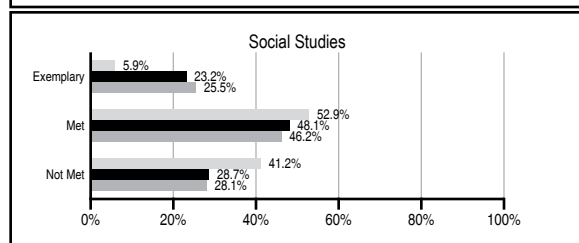
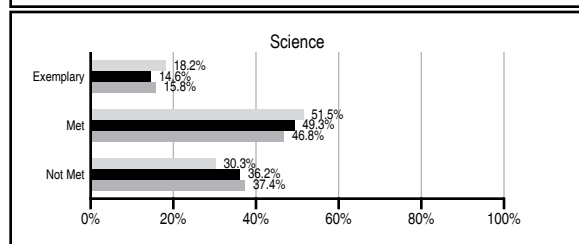
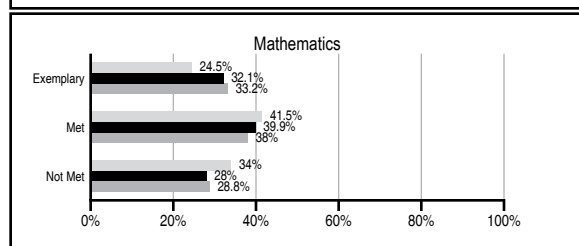
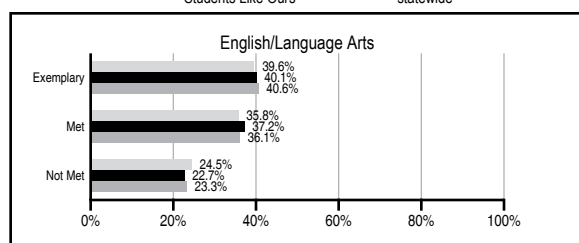
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
8	24	88	2	0

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

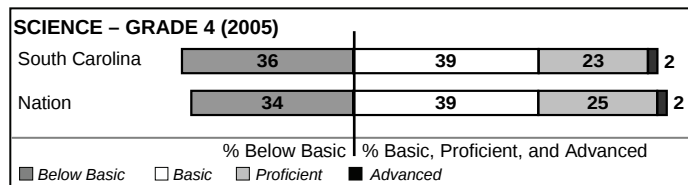
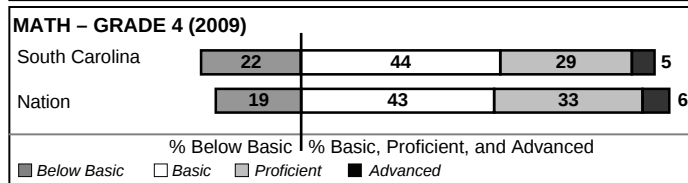
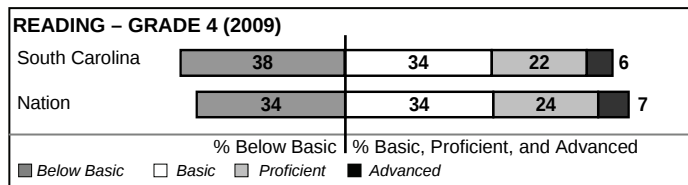
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

CAROLINA SCHOOL FOR INQUIRY [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=114)				
Retention rate	0.0%	Down from 1.1%	1.2%	1.2%
Attendance rate	96.7%	Down from 97.1%	95.9%	96.1%
Eligible for gifted and talented	0.0%	No Change	11.8%	11.7%
With disabilities other than speech	3.5%	Up from 3.1%	8.6%	8.0%
Older than usual for grade	0.0%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	9.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	66.7%	Down from 100.0%	60.0%	60.5%
Continuing contract teachers	55.6%	Down from 80.0%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	73.3%	N/A	88.8%	87.0%
Teacher attendance rate	98.3%	Up from 97.7%	95.5%	95.4%
Average teacher salary*	\$54,627	Down 6.3%	\$47,240	\$47,288
Classes not taught by highly qualified teachers	13.3%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	15.4 days	Up from 9.4 days	10.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 16.2 to 1	19.1 to 1	19.2 to 1
Prime instructional time	94.1%	Down from 94.5%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,336	Up 34.5%	\$7,494	\$7,548
Percent of expenditures for instruction**	64.0%	Down from 66.0%	67.3%	68.7%
Percent of expenditures for teacher salaries**	51.8%	Down from 59.0%	63.7%	65.1%
% of AYP objectives met	100.0%	No Change	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	4	0	0
Percent satisfied with learning environment	I/S	N/R	N/R
Percent satisfied with social and physical environment	I/S	N/R	N/R
Percent satisfied with school-home relations	I/S	N/R	N/R

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

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 the students 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 of understanding 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 PASS. The staff designed a non-threatening, intense 8 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

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