

Carolina School for Inquiry

7405-A Fairfield Road

Columbia, SC 29203



South Carolina State Report Card

State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

Grades:	PK-6 Elementary	Principal:	Victoria Dixon-Mokeba
Enrollment:	156 students	Superintendent:	Dr. Craig A. Witherspoon
School Phone:	803-691-1250	Board Chair:	Cheryl Harris
School Website:	http://www.carolinaschoolforinquiry.com/		



Profile of the SC Graduate

World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences*

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

* 21st Century core courses in Social Sciences include History, Geography, Economics, Government and Civics.

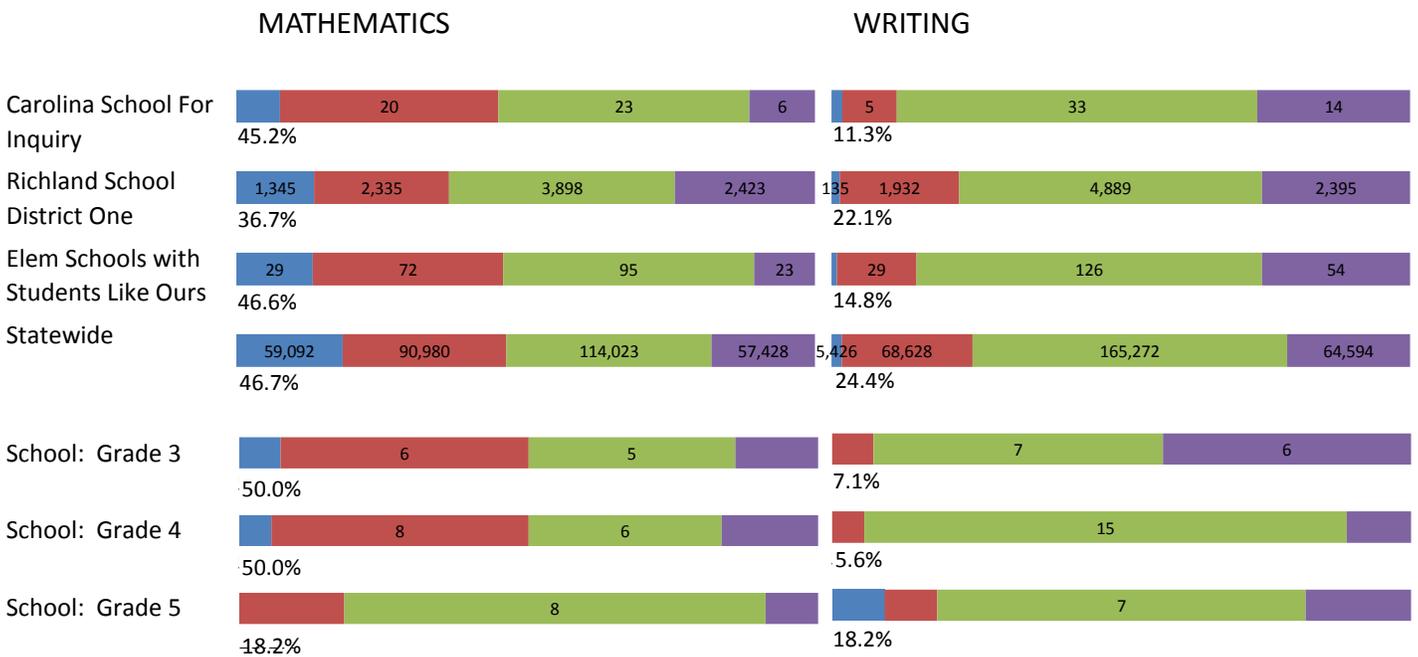
WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by ...

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 another successful year as a public charter school in Richland School District One. This is a milestone as we have worked hand in hand with students, their families as well as other community stakeholders. This year we again focused on the intentionality of our teaching methods and engagements. We adopted the SC TAP System as our evaluation tool for teachers and students growth. This framework has proven to show growth with both teachers and students. Our Professional Learning Communities (PLC's) meet weekly in cluster to discuss the outcomes of the learning that takes place in our learning communities. Our conversations were focused on student learning and student achievement while reflecting on ways to grow each child. We again placed our emphasis on learning and continual progress. In order for each child and adult learner 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 and 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 Pre-K (3 and 4 year olds)-6 has shown at least a year's growth in a year's time. Students were assessed formally three times last year using the Dominion Reading Assessment. This assessment provided teachers with a good knowledge base 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 MAP, a formal on-line assessment in reading and mathematics for grades kindergarten through grade six. 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/ACT Aspire. We were fortunate to partner with Columbia International University to have these classes take place during the school day. The goal was to teach testing as a genre and to provide students with the necessary tools to perform successfully on the PASS/ACT Aspire. We have enhanced our community partnerships with the University of SC, Benedict College, Columbia International University, Liberty University and Midlands Technical College working together to enhance the field of education for our current teaching staff and future teachers. Our parent group, Friends of CSI (FOCSI) continues to

KNOWLEDGE

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing



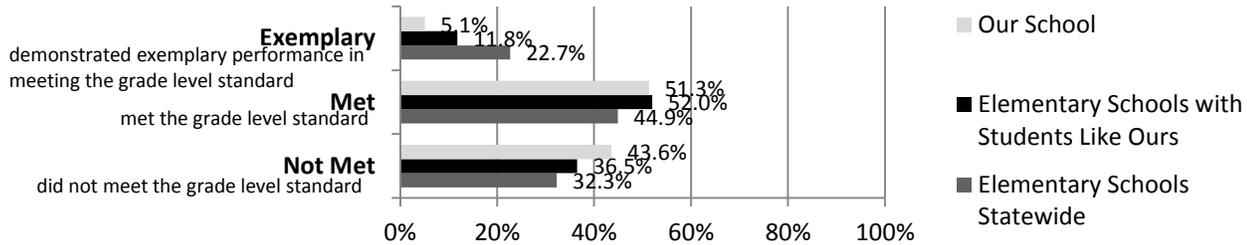
Abbreviations for Missing Data

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

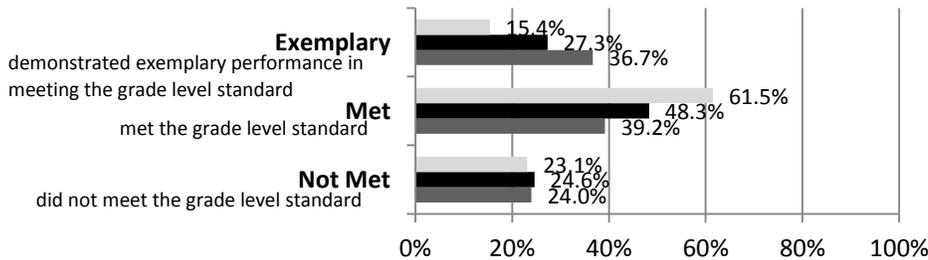
KNOWLEDGE

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.

Science



Social Studies



Science SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
77.8	18.2
Social Studies SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
88.9	45.5

Note: Results include SC-Alt assessment results.

Exemplary	"Exemplary": student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met": student met the grade level standard.
Not Met	"Not Met": student did not meet the grade level standard.

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.

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OPPORTUNITIES**For students to meet the profile of the SC Graduate**

	Our School	Change from Last Year	Elementary Schools with students like ours
Students (n = 156)			
Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index)	81.5	Down from 90.2%	N/A
Attendance Rate	96.3	Up from 95.8%	95.5
With disabilities	4.5	Down from 11.9%	13.5
Out of school suspensions or expulsions for violent and/or criminal offenses	0.0	No change	0.0
Percentage of students served by gifted and talented programs	0.0	No change	5.8
Percentage of students retained	0.0	Down from 0.8%	1.4
Teachers (n = 13)			
Percentage of teachers with advanced degrees	38.5	Down from 64.3%	60.0
Percentage of teachers on continuing contract	7.7	Up from 7.1%	80.0
Teachers returning from previous year	62.8	Down from 79.6%	87.0
Teacher attendance rate	95.4	Down from 97.5%	95.0
Average teacher salary*	\$37,649	Down 13.5%	\$47,963
Professional development days / teacher	9.8 days	Up from 8.9 days	10.4 days
Percentage of teacher vacancies for more than 9 weeks	0.0	N/A	0.5
School			
Principal's years at school	9.0	Down from 10.0	4.0
Student-teacher ratio in core subjects	0.9 to 1	Down from 7.9 to 1	19.9 to 1
Prime instructional time	90.4	Down from 93.0%	89.4
Opportunities in the arts	Good	No change	Good
Opportunities in foreign languages	Poor	N/A	Poor
AdvancEd (SACS) accreditation	Yes	No change	Yes
Parents attending conferences	100.0	No change	100.0
Character development program	Good	Down from Excellent	Excellent
Avg. age of books / electronic media in the school library	N/A	N/A	14.8
Number of resources available per student in the school library media center	N/A	N/A	25.3
Bandwidth capacity per student	N/A	N/C	N/A
Percent of classrooms with wireless access	N/A	N/C	N/A
District-issued learning devices per student	N/A	N/C	0.7
District-issued technology devices per teacher	N/A	N/C	1.9
Percentage of classes not taught by highly qualified teachers	13.6	Up from 2.1%	0.0
Dollars spent per pupil**	\$11,681	Up 5.2%	\$8,095
Percent of expenditures for instruction**	59.9	Up from 46.1%	65.1
Percent of expenditures for teachers' salaries**	65.6	Up from 47.0%	66.7

* Includes current year teachers contracted for 190 days or more.

** Prior year audited financial data are reported.

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OPPORTUNITIES**Evaluations by Teachers, Students, and Parents****Evaluations by Teachers, Students, and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	7	10	4
Percent satisfied with learning environment	I/S	90.0	I/S
Percent satisfied with social and physical environment	I/S	90.9	I/S
Percent satisfied with school-home relations	I/S	100.0	I/S

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

State Ratings History of School

Year	Absolute Rating	Growth Rating
2014	Good	Good
2013	Average	Average
2012	Good	Excellent

Based on state law, schools will not be rated for state accountability purposes until Fall 2017.

Additional Resources

SC State Content Standards
[Family-Friendly Guides to the SC Content Standards](#)
[2014-15 Accountability Manual](#)
[Report Card Data Files](#)
[ESEA Data Files](#)

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