



CAROLINA SCHOOL FOR INQUIRY

7405-A Fairfield Road
Columbia, South Carolina

Grades	K-6 Elementary School	
Enrollment	106 Students	
Principal	Victoria Dixon-Mokeba	803-691-1250
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	At-Risk	At-Risk

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 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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

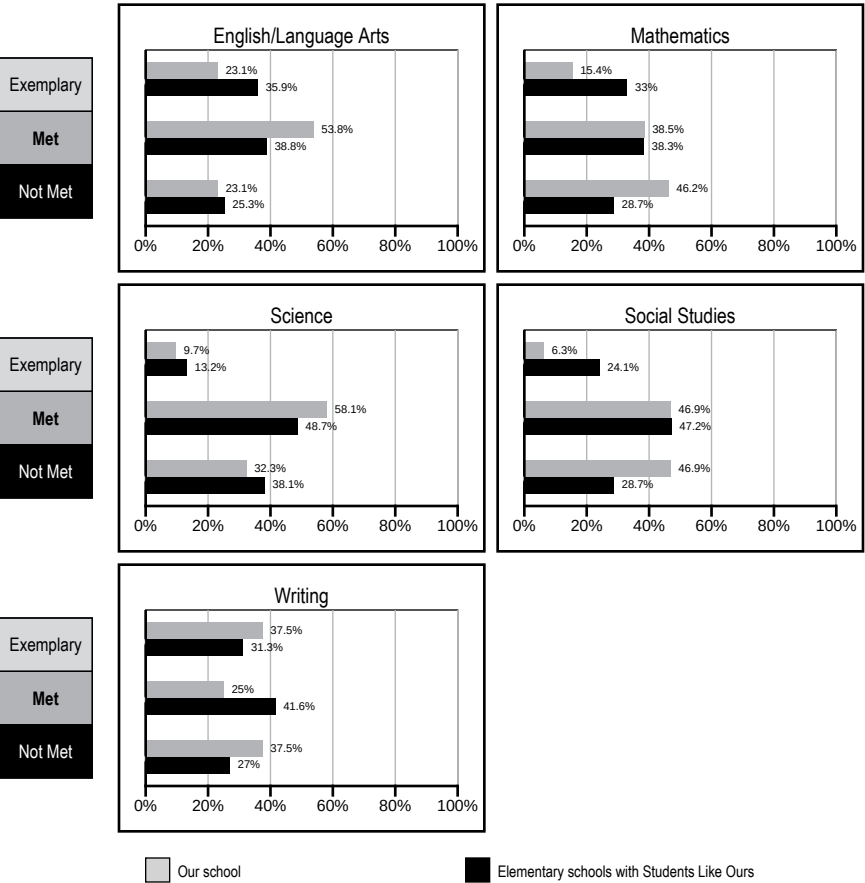
80%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	19	89	9	0

* Ratings are calculated with data available by 11/09/2011.

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=106)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.3%	1.1%
Attendance rate	97.2%	Up from 96.7%	95.9%	96.2%
Served by gifted and talented program	1.9%	Up from 0.0%	11.9%	13.4%
With disabilities other than speech	0.0%	Down from 3.5%	5.0%	4.1%
Older than usual for grade	0.0%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 9.6%	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	72.7%	Up from 66.7%	60.3%	62.5%
Continuing contract teachers	45.5%	Down from 55.6%	89.6%	88.2%
Teachers returning from previous year	80.0%	Up from 73.3%	87.6%	87.8%
Teacher attendance rate	98.8%	Up from 98.3%	95.2%	95.2%
Average teacher salary*	\$34,742	Down 36.4%	\$46,621	\$46,773
Professional development days/teacher	14.1 days	Down from 15.4 days	11.3 days	10.5 days
School				
Principal's years at school	6.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 19.0 to 1	19.6 to 1	19.9 to 1
Prime instructional time	95.7%	Up from 94.1%	90.0%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,960	Down 3.6%	\$7,400	\$7,447
Percent of expenditures for instruction**	62.0%	Down from 64.0%	67.2%	68.4%
Percent of expenditures for teacher salaries**	51.4%	Down from 51.8%	64.6%	65.8%

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

** Prior year audited financial data are reported.

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 fifth year as a public charter school. This is a milestone as we have worked hand in hand with district officials to ensure high quality teaching and learning. Our charter has been renewed for another ten years. This is one of our biggest accomplishments for our students and families. We have faced many challenges this school year that has potentially impacted student achievement. We were faced with the resignation of two teachers just two weeks before school was to begin and finding replacement teachers at such late notice was difficult. This year we again focused on the intentionality of our teaching methods and engagements. We met often to discuss the outcomes of the learning that was taking place in our learning communities. Our conversations were focused on student learning and student achievement reflecting on ways to grow each child. These concepts were new t our novice teachers.

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 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-6 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 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.

We have enhanced our community partnerships with the University of SC, Benedict College, Columbia International 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 sponsor many field experiences for our students, host summer events and special activities throughout the school year

Victoria Dixon-Mokeba, Director/Lead Teacher
Maureen Govea , FOCSI President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	21	10
Percent satisfied with learning environment	I/S	100.0%	I/S
Percent satisfied with social and physical environment	I/S	100.0%	90.0%
Percent satisfied with school-home relations	I/S	90.5%	100.0%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 6 out of 8 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	21.2%	0.0%	No
Student attendance rate	97.2%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	53	94.3	18.4	57.1	24.5	85.7	78.3	82.4	Yes	Yes
Gender										
Male	26	88.5	21.7	56.5	21.7	82.6	74.3	78.7	N/A	N/A
Female	27	100	15.4	57.7	26.9	88.5	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	42	95.2	23.1	56.4	20.5	82.1	74.2	72.9	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	32	93.8	13.8	65.5	20.7	86.2	73.5	75.4	I/S	I/S

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	53	98.1	45.1	39.2	15.7	66.7	75.1	81.9	No	Yes
Gender										
Male	26	96.2	48	36	16	68	73.5	79.9	N/A	N/A
Female	27	100	42.3	42.3	15.4	65.4	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	42	100	53.7	31.7	14.6	58.5	70.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	32	96.9	46.7	46.7	6.7	63.3	69.8	74.9	I/S	I/S

* Adjusted to account for natural variation in performance.

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	31	100	32.3	58.1	9.7	67.7	58.7	68.6
Gender								
Male	14	100	42.9	42.9	14.3	57.1	58.2	68.3
Female	17	100	23.5	70.6	5.9	76.5	59.2	68.9
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	24	100	37.5	54.2	8.3	62.5	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	17	100	35.3	58.8	5.9	64.7	50.1	57.3

Social Studies

All Students	33	97	45.2	48.4	6.5	54.8	64.7	72.5
Gender								
Male	17	94.1	43.8	50	6.3	56.3	63.6	72
Female	16	100	46.7	46.7	6.7	53.3	65.8	73.1
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	25	100	50	41.7	8.3	50	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	21	95.2	42.1	52.6	5.3	57.9	56.8	62.9

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	17	94.1	37.5	25	37.5	62.5	66.5	73.2	97.2	96.1
Gender										
Male	9	I/S	I/S	I/S	I/S	I/S	62	67.2	97.4	95.9
Female	8	I/S	I/S	I/S	I/S	I/S	71.2	79.4	96.9	96.3
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	87.8	81.5	95	96.2
African American	14	92.9	46.2	15.4	38.5	53.8	60.7	61.3	97.7	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	74.8	66.7	96.5	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	23.7	26	96.3	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	N/A	95.9
Socio-Economic Status										
Subsidized meals	10	I/S	I/S	I/S	I/S	I/S	59.1	63.2	96.9	95.9

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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							
2010	3	14	100	25	16.7	58.3	75
	4	15	100	21.4	50	28.6	78.6
	5	20	100	26.3	36.8	36.8	73.7
	6	8	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	17	94.1	25	62.5	12.5	75
	4	11	81.8	I/S	I/S	I/S	I/S
	5	17	100	18.8	68.8	12.5	81.3
	6	8	I/S	I/S	I/S	I/S	I/S
	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							
2010	3	14	100	41.7	25	33.3	58.3
	4	15	100	14.3	57.1	28.6	85.7
	5	20	100	52.6	31.6	15.8	47.4
	6	8	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	17	94.1	81.3	12.5	6.3	18.8
	4	11	100	36.4	36.4	27.3	63.6
	5	17	100	25	62.5	12.5	75
	6	8	I/S	I/S	I/S	I/S	I/S
	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							
2010	3	7	I/S	I/S	I/S	I/S	I/S
	4	15	100	14.3	71.4	14.3	85.7
	5	10	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	11	100	18.2	72.7	9.1	81.8
	5	8	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	7	I/S	I/S	I/S	I/S	I/S
	4	15	100	28.6	64.3	7.1	71.4
	5	10	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	9	I/S	I/S	I/S	I/S	I/S
	4	11	100	36.4	54.5	9.1	63.6
	5	9	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	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							
2010	3	14	100	33.3	16.7	50	66.7
	4	15	100	28.6	35.7	35.7	71.4
	5	20	100	47.4	31.6	21.1	52.6
	6	8	I/S	I/S	I/S	I/S	I/S
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	17	94.1	37.5	25	37.5	62.5
	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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