

SC Annual School Report Card Summary

CAROLINA SCHOOL FOR INQUIRY

Richland 1

Grades: K-6

Enrollment: 106

Principal: Victoria Dixon-Mokeba

Superintendent: Dr. Percy A. Mack

Board Chair: Dwayne Smiling

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		
2011	Below Average	Average	TBD	TBD	Not Met	N/A
2010	Average	Average	N/A	N/A	Met	N/A
2009	Average	Average	N/A	N/A	Met	N/A

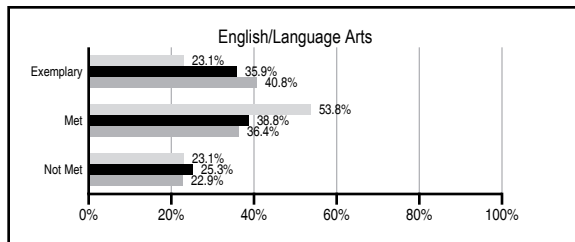
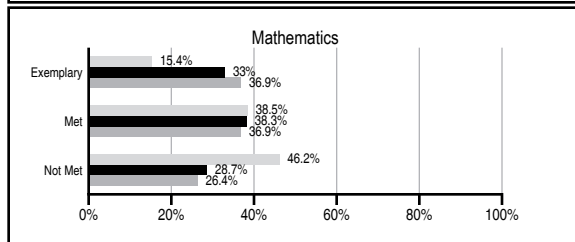
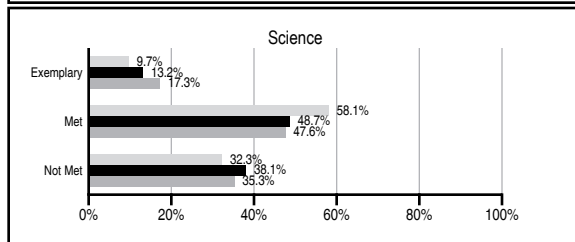
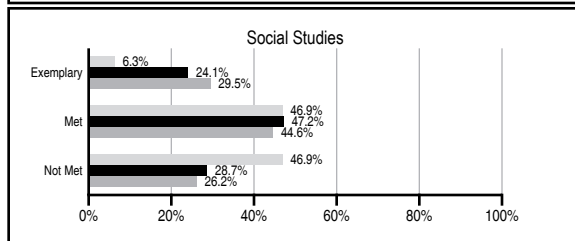
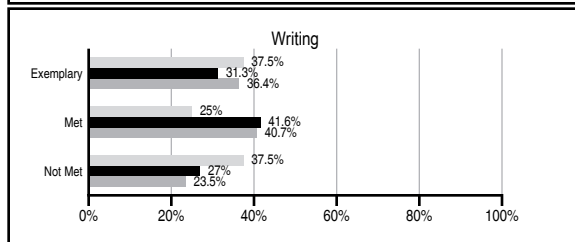
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
7	19	89	9	0

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

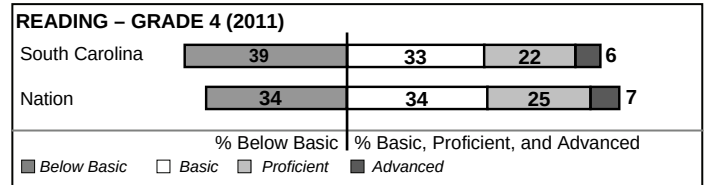
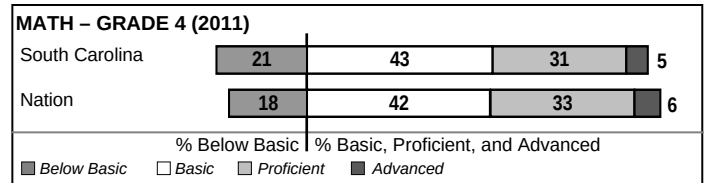
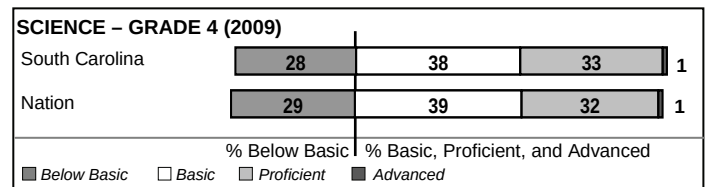
PASS PERFORMANCE

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 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=106)				
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
Classes not taught by highly qualified teachers	21.2%	Up from 13.3%	0.0%	0.0%
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%
% of AYP objectives met	75.0%	Down from 100.0%	88.2%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 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 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 to 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

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