



## Carolina School for Inquiry Charter School

7405-A Fairfield Road  
Columbia, SC 29203

<b>Grades</b>	K-6 Elementary School	
<b>Enrollment</b>	108 Students	
<b>Principal</b>	Victoria Dixon-Mokeba	803-691-1250
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Dwayne Smiling	803-231-7556

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Good</b>	<b>Excellent</b>
2011	Below Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average

## 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://www.eoc.sc.gov>

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

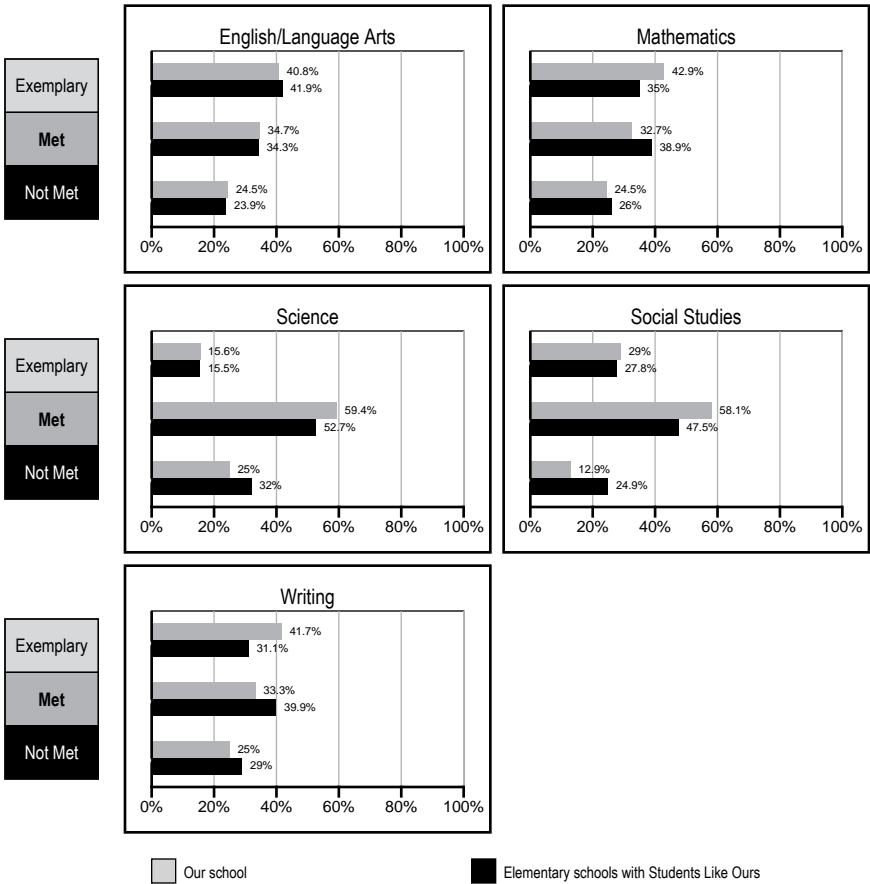
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
19	41	63	5	0

\* Ratings are calculated with data available by 11/07/2012.

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
<b>Students (n=108)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Up from 0.0%	1.3%	1.0%
Attendance rate	96.8%	Down from 97.2%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=12)</b>				
Teachers with advanced degrees	75.0%	Up from 72.7%	62.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	83.0%	Up from 80.0%	89.6%	88.7%
Teacher attendance rate	98.1%	Down from 98.8%	94.9%	95.1%
Average teacher salary*	\$42,390	Up 22.0%	\$47,463	\$47,210
Professional development days/teacher	10.8 days	Down from 14.1 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	10.3 to 1	Down from 15.4 to 1	19.8 to 1	20.0 to 1
Prime instructional time	93.9%	Down from 95.7%	90.0%	90.5%
Opportunities in the arts	Good	Up from Poor	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**	\$10,074	Up 1.1%	\$7,322	\$7,247
Percent of expenditures for instruction**	57.0%	Down from 62.0%	67.7%	68.2%
Percent of expenditures for teacher salaries**	45.3%	Down from 51.4%	65.2%	65.7%

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

\*\* 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 approaching our seventh year as a public charter elementary school. Our continuous goal is to improve the quality of our educational programs, student achievement and our community support network. This year we focused on the intentionality of student learner outcomes with our teaching methods and engagements for active responsible classrooms. Teacher practitioners met weekly to discuss learner outcomes that were being stimulated in the various learning communities. Our conversations were always focused on student learning and student achievement while constantly 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 the social sciences, reading, writing, and mathematics. This method of reporting emphasizes "learning" or "earning". A key advantage to our reporting system is to provide specific feedback to the students and their family so that they can purposefully work in collaboration with their children at home, and to support the school's effort in enabling the student to reach proficiency while simultaneously reinforcing the school's effort to move students beyond proficiency to advanced levels of understanding. Student scholars at CSI are assessed as individuals socially and academically. We can positively state that 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 Dominion Reading Assessment. This assessment gave teachers and parents 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 practitioners, we understand the importance of PASS. The staff designed a non-threatening, intense after school academy CSI (squared) for students in grades 3-5. Master teacher leaders were selected for this academy based on content knowledge and expertise. The goal was to demonstrate testing as a genre and to provide students with hands on tools to perform successfully in the regular classroom and on the PASS. The academy strongly enhanced the authentic learning that happened throughout the school year.

For 2011-2012 the staff participated in the National Board for Professional Teaching Standards NBPTS process of Take One. While we will not have the results of the professional development opportunity for individual teachers, it is a clear demonstration that the teachers and staff at CSI are on a continual climb to increase their teaching methodologies which has a direct impact on student learning.

Our parent group Friends of CSI (FOCSI) is truly the nucleus of our school as far as parental involvement collaboration and support.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	13	4
Percent satisfied with learning environment	83.3%	100.0%	I/S
Percent satisfied with social and physical environment	66.7%	100.0%	I/S
Percent satisfied with school-home relations	83.3%	100.0%	I/S

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>99.6</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Carolina School for Inquiry Charter School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	659.4	648.8	626.9	642.6	100.0	100.0
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	655.3	643.7	622.5	639.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	659.6	650.9	619.5	644.8	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
<b>Grades 6-8</b>						
All Students	669.4	690.5	658.5	637.3	100.0	100.0
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	646.0	666.4	627.0	634.3	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	649.4	690.0	630.3	650.5	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2011</b>	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
<b>2012</b>	3	16	100	26.7	33.3	40	73.3
	4	14	100	28.6	50	21.4	71.4
	5	14	100	16.7	16.7	66.7	83.3
	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
<b>Mathematics</b>							
<b>2011</b>	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
<b>2012</b>	3	16	100	26.7	33.3	40	73.3
	4	14	100	21.4	50	28.6	78.6
	5	14	100	33.3	16.7	50	66.7
	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
<b>Science</b>							
<b>2011</b>	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
<b>2012</b>	3	8	I/S	I/S	I/S	I/S	I/S
	4	14	100	N/AV	N/AV	N/AV	85.7
	5	7	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
<b>Social Studies</b>							
<b>2011</b>	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
<b>2012</b>	3	8	I/S	I/S	I/S	I/S	I/S
	4	14	100	N/AV	N/AV	N/AV	100
	5	7	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
<b>Writing</b>							
<b>2011</b>	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
<b>2012</b>	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	14	100	25	33.3	41.7	75
	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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