



SC Annual School Report Card Summary

Carolina School for Inquiry
Richland 1

Grades: K-6

Enrollment: 123

Principal: Victoria Dixon-Mokeba

Superintendent: Dr. Percy A. Mack

Board Chair: Jamie Devine

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		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Average	TBD	TBD	A	N/A
2012	Good	Excellent	Gold	N/A	A	N/A
2011	Below Average	Average	Silver	N/A	Not Met	N/A

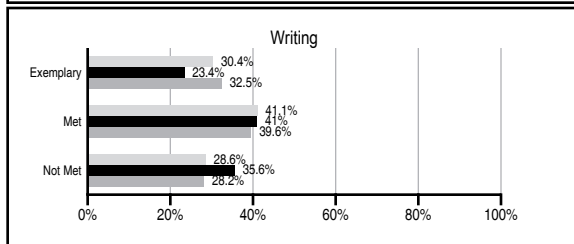
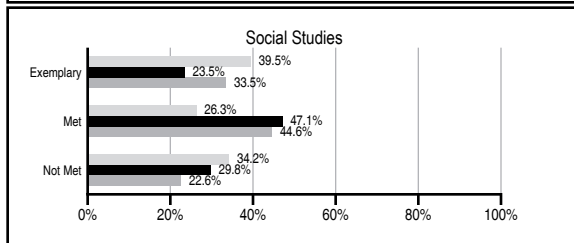
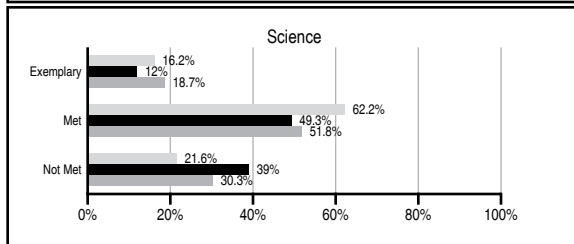
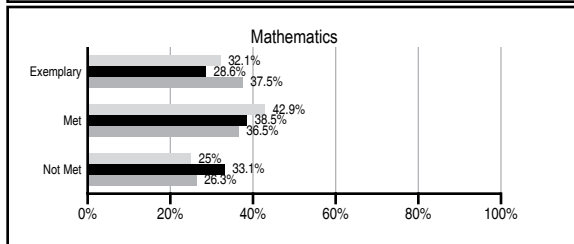
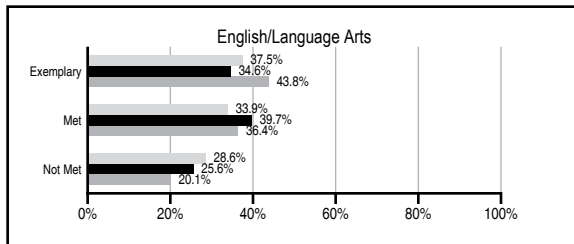
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
9	14	95	16	5

* Ratings are calculated with data available by 11/07/2013. 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

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=123)				
Retention rate	0.0%	Down from 0.9%	1.2%	0.9%
Attendance rate	96.6%	Down from 96.8%	96.0%	96.3%
Served by gifted and talented program	0.0%	N/A	4.6%	7.2%
With disabilities	14.3%	N/A	14.0%	12.4%
Older than usual for grade	2.4%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	72.7%	Down from 75.0%	59.4%	62.5%
Continuing contract teachers	72.7%	Up from 41.7%	81.7%	83.3%
Teachers returning from previous year	73.0%	Down from 83.0%	87.0%	88.3%
Teacher attendance rate	96.5%	Down from 98.1%	94.7%	95.0%
Average teacher salary*	\$45,528	Up 7.4%	\$47,228	\$48,193
Classes not taught by highly qualified teachers	2.4%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	10.2 days	Down from 10.8 days	11.3 days	11.0 days
School				
Principal's years at school	7.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	10.5 to 1	Up from 10.3 to 1	19.5 to 1	20.1 to 1
Prime instructional time	92.8%	Down from 93.9%	89.6%	90.0%
Opportunities in the arts	Good	No Change	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**	\$11,041	Up 9.6%	\$7,580	\$7,364
Percent of expenditures for instruction**	57.0%	No Change	68.0%	68.0%
Percent of expenditures for teacher salaries**	46.0%	Up from 45.3%	65.0%	66.0%
ESEA composite index score	95.0	Down from 99.6	79.7	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	7	N/A	N/A
Percent satisfied with learning environment	100%	N/A	N/A
Percent satisfied with social and physical environment	100%	N/A	N/A
Percent satisfied with school-home relations	100%	N/A	N/A

*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 another year as a Richland One Public Charter School. We have worked hand in hand with district officials to ensure high quality teaching and learning. This year we again focused on the intentionality of our teaching methods and engagements. We met often to discuss the learning outcomes that were taking 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 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 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 challenging areas. We also used MAP, a formal on-line assessment in reading and mathematics in 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. 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. Field studies are an important part of the CSI curriculum. These studies are planned monthly for each class to culminate the learning experiences that take place in the learning communities. We are making huge investments in our students.

We have enhanced our community partnerships with the surrounding community, 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 Nike' Preister, FOCSI President

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