



Julian Mitchell Math and Science Elementary School

2 Perry Street
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	368 Students	
Principal	Dirk Bedford	843-724-7261
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Below Average	Below Average
2010	Below Average	Average
2009	Below Average	Below Average
2008	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://www.eoc.sc.gov>

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

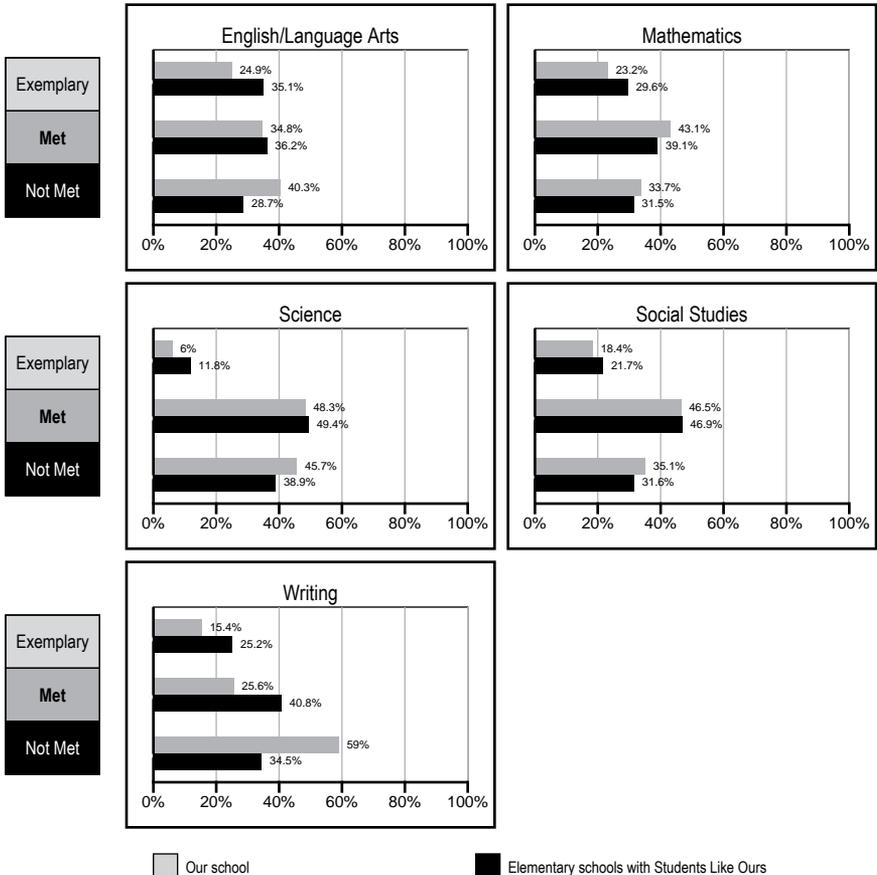
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	21	90	15	4

* 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
Students (n=368)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.0%	Down from 2.6%	1.4%	1.0%
Attendance rate	96.6%	Up from 95.9%	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	2.2%	Up from 0.8%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	53.8%	Up from 52.5%	61.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	84.5%	Down from 85.1%	88.2%	88.7%
Teacher attendance rate	99.0%	Up from 97.9%	94.8%	95.1%
Average teacher salary*	\$46,010	Up 1.9%	\$46,315	\$47,210
Professional development days/teacher	21.2 days	Down from 21.3 days	10.8 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.5	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 16.1 to 1	19.3 to 1	20.0 to 1
Prime instructional time	95.4%	Up from 93.5%	89.7%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	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**	\$9,228	Up 5.4%	\$7,559	\$7,247
Percent of expenditures for instruction**	71.8%	Up from 67.9%	67.9%	68.2%
Percent of expenditures for teacher salaries**	69.9%	Up from 64.2%	64.6%	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

Mitchell's unique identity derives from its location, curricular offerings, and people. Most families live within walking distance; over 80% of our students walk to and from school. Each morning, many parents have breakfast with their children in the cafe or walk them to class to check-in with the teacher. At dismissal, many are waiting for their children at Mitchell Park, again offering a chance to talk to teachers, their child's classmates, and other families. This constant communication builds the trust and ownership among our families that creates our uniquely warm, positive school climate.

Our location in downtown Charleston has helped us establish many community partnerships that contribute to our focus on health and wellness. Our students have PE three times a week thanks to donations, partnerships, strategic resource allocation, and a staff dedicated to offering movement-based opportunities. For these opportunities, we use our Action Based Learning Lab, our All Minds eXercise (AMX) room, yoga, Pilates, and our Family Fitness Fun Nights. In addition, we have a variety of initiatives that focus on student/faculty health, including a \$120K grant from Boeing through the College of Charleston for our Green Heart Project, a partnership with MUSC that provides pediatricians on campus weekly to see kids, and a partnership with Charleston Community Yoga that provides free yoga classes to faculty.

In 2009-2010, Mitchell opened its doors for the 101st time, that year as a "partial magnet" school. Our community engagement discussions revealed a clear desire to establish a math and science magnet and a Montessori program. Our Montessori program includes primary classes (ages 3-5) and lower elementary classes (ages 6-8). Our math and science program allows all students to take at least four science-based field trips yearly and to open and manage their own bank accounts at school. Our 3rd graders participate in an urban gardening project, our 5th graders learn math through a program taught in the school by local architects, and, through a grant with COSEE, our 4th graders constructed ocean buoys this spring and our 5th graders will construct remote-controlled underwater vehicles next year. We also started Lego Robotics this year and will soon compete locally and on the state level. These STEM activities are a few examples of opportunities our students have through our math and science focus.

Mitchell's teachers and staff are among the most qualified, dedicated, and motivated in CCSD. Our people - from our one-of-a-kind cafeteria staff to our teachers to our more than 150 volunteers - model the ambition, respect, and kindness we explicitly teach our students. Our staff identifies "staff motivation," "teamwork," and "dedication" as three of the defining characteristics of the people who make up our team. We believe in bringing a problem-solving approach to all that we do and that all children deserve a positive learning experience. And so, we strive every single day to create a positive, encouraging, and nurturing environment where students are held to extremely high standards and are free to take risks and ask questions. Through its valued community partnerships, continued parental involvement, improved student performance, and inspired teacher passion, Mitchell expects its commitment to excellence to continue to yield monumental outcomes for the students, families, and community it serves.

Dirk Bedford, Principal

Brandon White, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	32	22
Percent satisfied with learning environment	100.0%	75.0%	86.4%
Percent satisfied with social and physical environment	100.0%	68.8%	85.7%
Percent satisfied with school-home relations	85.7%	87.5%	86.4%

* 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.

Overall Weighted Points Total	86.1
Overall Grade Conversion	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

Julian Mitchell Math and Science Elementary 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	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	638.8	637.3	605.6	630.4	100.0	100.0
Male	636.2	635.5	611.1	635.4	100.0	100.0
Female	641.4	639.1	599.4	625.2	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	638.2	636.2	604.8	628.2	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	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	635.7	634.7	604.2	625.9	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	619.4	625.2	594.7	599.4	100.0	100.0
Male	597.7	611.5	586.9	586.3	100.0	100.0
Female	642.2	639.5	600.7	618.2	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	619.6	625.1	596.3	599.4	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	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	616.3	622.7	594.6	595.8	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
English/Language Arts							
2011	3	52	100	20.8	47.9	31.3	79.2
	4	48	100	42.2	44.4	13.3	57.8
	5	47	100	46.8	44.7	8.5	53.2
	6	38	100	50	30.6	19.4	50
	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
2012	3	51	100	20.4	24.5	55.1	79.6
	4	57	100	40.8	44.9	14.3	59.2
	5	43	100	52.5	40	7.5	47.5
	6	46	100	48.9	33.3	17.8	51.1
	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							
2011	3	52	100	35.4	41.7	22.9	64.6
	4	48	100	37.8	44.4	17.8	62.2
	5	47	100	46.8	46.8	6.4	53.2
	6	38	100	41.7	44.4	13.9	58.3
	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
2012	3	51	100	22.4	40.8	36.7	77.6
	4	57	100	24.5	57.1	18.4	75.5
	5	43	100	47.5	37.5	15	52.5
	6	46	100	42.2	37.8	20	57.8
	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							
2011	3	26	100	50	37.5	12.5	50
	4	48	100	57.8	40	2.2	42.2
	5	23	100	69.6	26.1	4.3	30.4
	6	19	100	N/AV	N/AV	N/AV	38.9
	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
2012	3	26	100	57.7	30.8	11.5	42.3
	4	57	100	28.6	67.3	4.1	71.4
	5	22	100	60	35	5	40
	6	23	100	56.5	39.1	4.3	43.5
	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							
2011	3	26	100	20.8	54.2	25	79.2
	4	46	100	23.3	58.1	18.6	76.7
	5	24	100	N/AV	N/AV	N/AV	50
	6	19	100	22.2	61.1	16.7	77.8
	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
2012	3	25	100	17.4	43.5	39.1	82.6
	4	57	100	20.4	57.1	22.4	79.6
	5	21	100	N/AV	N/AV	N/AV	45
	6	23	100	68.2	27.3	4.5	31.8
	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							
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	49	98	42.6	29.8	27.7	57.4
	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
2012	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	45	93.3	59	25.6	15.4	41
	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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