



## Julian Mitchell Math and Science Elementary School

2 Perry Street  
Charleston, SC 29403

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	351 Students	
<b>Principal</b>	Deborah J. Smith	(843) 724-7261
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Cindy Bohn Coats	843-529-2457

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Average
2011	Below Average	Below Average
2010	Below Average	Average
2009	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

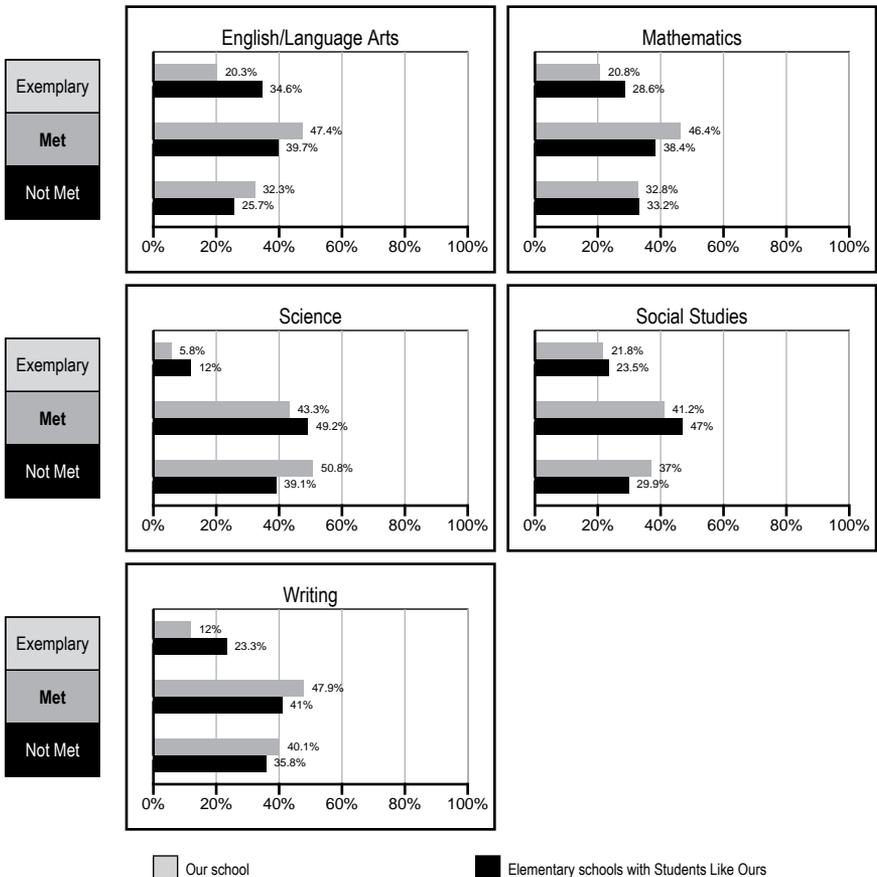
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
9	14	95	17	5

\* Ratings are calculated with data available by 12/14/2013.

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=351)</b>				
First graders who attended full-day kindergarten	98.3%	Down from 100.0%	100.0%	100.0%
Retention rate	1.7%	Down from 2.0%	1.2%	0.9%
Attendance rate	96.4%	Down from 96.6%	96.0%	96.3%
Served by gifted and talented program	3.5%	N/A	4.7%	7.2%
With disabilities	7.5%	N/A	13.9%	12.4%
Older than usual for grade	2.7%	N/A	2.7%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Down from 2.2%	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	51.4%	Down from 53.8%	59.6%	62.5%
Continuing contract teachers	85.7%	Up from 79.5%	81.8%	83.3%
Teachers returning from previous year	81.8%	Down from 84.5%	87.1%	88.3%
Teacher attendance rate	96.7%	Down from 99.0%	94.7%	95.0%
Average teacher salary*	\$45,888	Down 0.3%	\$47,226	\$48,193
Professional development days/teacher	8.1 days	Down from 21.2 days	11.3 days	11.0 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 18.7 to 1	19.6 to 1	20.1 to 1
Prime instructional time	92.4%	Down from 95.4%	89.5%	90.0%
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**	\$9,127	Down 1.1%	\$7,562	\$7,364
Percent of expenditures for instruction**	71.0%	Down from 71.8%	68.0%	68.0%
Percent of expenditures for teacher salaries**	69.0%	Down from 69.9%	65.0%	66.0%

\* 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

As a partial magnet school with a focus on Math and Science, Mitchell Math and Science Elementary School is expanding to include all the components of a true STEM (science, technology, engineering, math) school. While some of our magnet students come from across our district, we pride ourselves on being a true neighborhood school where over 80% of our students walk to school. We encourage parents to pick up their students, allowing for daily contact with the teachers. This brief informal daily communication allows trust to build between our families and staff creating a warm and positive school climate.

We have a wide range of community partners who contribute to our focus on health and wellness. Our students participate in our Action Based Learning Lab and yoga weekly. In addition, we work in collaboration with the Green Heart Project to show the importance of not only growing your own vegetables, but how to incorporate what you grow into a healthy life style.

Through the generous donation from the Unitarian Church we are able to expose all of our students to several field trips each year. These field trips build on our STEM focus allowing students first-hand experiences with their learning. In addition, our partnerships with COSEE and local architects allow our students in grades three through five to experience what a career in that particular field could hold for them.

Mitchell's teachers and staff are among the most qualified, dedicated, and motivated in CCSD. With many holding masters or National Board Certification they work together as a team to offer the most challenging curriculum possible to our students. We strive every day to create a positive, encouraging, and nurturing environment where students are held to extremely high standards in a classroom atmosphere where they are free to take risks and ask questions. Along with the community support, the vast number of volunteers, and the many partnerships, we feel Mitchell is a true "Gem of the City."

Deborah J. Smith, Interim Principal

Brandon White, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	42	19
Percent satisfied with learning environment	N/A	73.8%	79%
Percent satisfied with social and physical environment	N/A	76.2%	72.2%
Percent satisfied with school-home relations	N/A	80.5%	84.2%

\* 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 2013, 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>82.5</b>
<b>Overall Grade Conversion</b>	<b>B</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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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
<b>Grades 3-5</b>						
All Students	641.1	638.4	602.1	631.9	100.0	100.0
Male	635.1	637.1	603.0	629.3	100.0	100.0
Female	647.7	639.9	601.1	635.0	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	640.6	638.0	602.5	631.2	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	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	639.0	634.7	598.4	626.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0
<b>Grades 6-8</b>						
All Students	625.5	622.8	592.0	605.3	100.0	100.0
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	625.5	622.8	592.0	605.3	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	625.5	622.8	592.0	605.3	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	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>2012</b>	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
<b>2013</b>	3	49	100	18.8	50	31.3	81.3
	4	52	100	31.9	51.1	17	68.1
	5	55	100	29.6	55.6	14.8	70.4
	6	44	100	51.2	30.2	18.6	48.8
	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
<b>Mathematics</b>							
<b>2012</b>	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
<b>2013</b>	3	49	100	31.3	41.7	27.1	68.8
	4	52	100	25.5	51.1	23.4	74.5
	5	55	100	35.2	40.7	24.1	64.8
	6	44	100	39.5	53.5	7	60.5
	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
<b>Science</b>							
<b>2012</b>	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
<b>2013</b>	3	25	100	54.2	37.5	8.3	45.8
	4	52	100	42.6	46.8	10.6	57.4
	5	28	100	N/AV	N/AV	N/AV	40.7
	6	23	100	N/AV	N/AV	N/AV	45.5
	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
<b>Social Studies</b>							
<b>2012</b>	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
<b>2013</b>	3	24	100	37.5	50	12.5	62.5
	4	52	100	21.3	42.6	36.2	78.7
	5	27	100	51.9	25.9	22.2	48.1
	6	21	100	N/AV	N/AV	N/AV	47.6
	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>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	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
<b>2013</b>	3	49	100	47.9	39.6	12.5	52.1
	4	52	100	36.2	57.4	6.4	63.8
	5	55	100	44.4	44.4	11.1	55.6
	6	44	100	30.2	51.2	18.6	69.8
	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

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