

SC Annual School Report Card Summary

Julian Mitchell Math and Science Elementary School
 Charleston County School District
 Grades: PK-6 Enrollment: 368
 Principal: Dirk Bedford
 Superintendent: Dr. Nancy J. McGinley
 Board Chair: Mr. Chris Fraser

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
2012	Average	Average	TBD	TBD	B	N/A
2011	Below Average	Below Average	N/A	N/A	Not Met	N/A
2010	Below Average	Average	N/A	N/A	Met	N/A

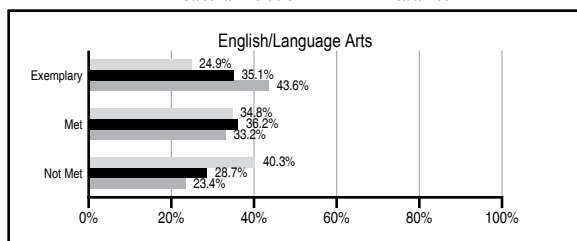
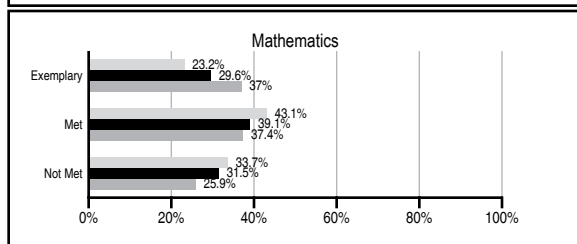
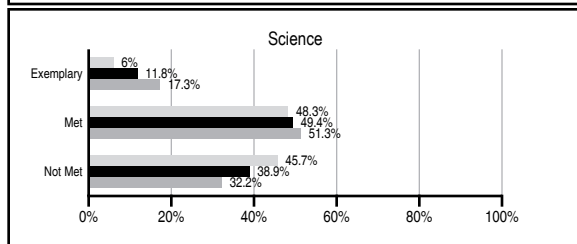
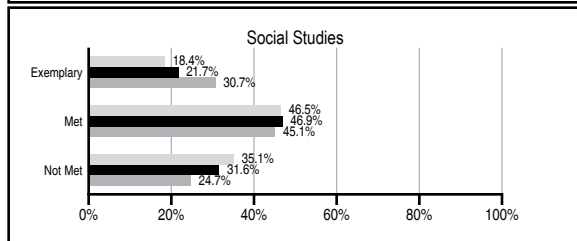
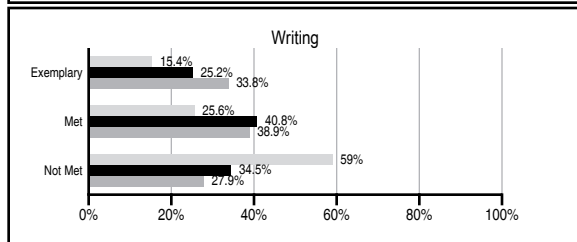
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
9	21	90	15	4

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

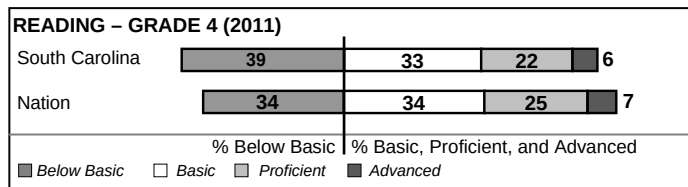
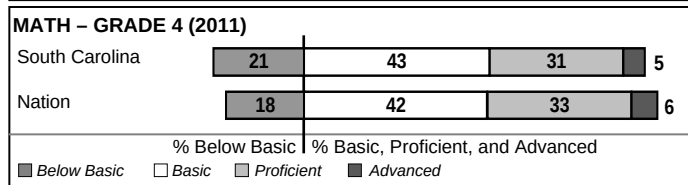
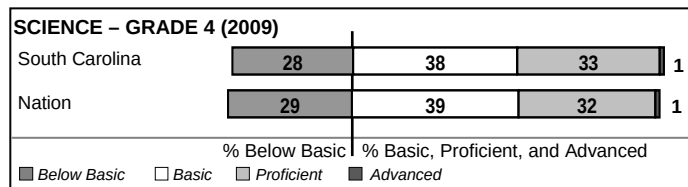
PASS PERFORMANCE

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

Julian Mitchell Math and Science Elementary School [Charleston County School District]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=368)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
ESEA composite index score	86.1	N/A	88.5	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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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
White, SIC Chair

Brandon

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