



Mitchell Elementary

2 Perry Street
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	283 Students	
Principal	Dirk Bedford	843-724-7261
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Below Average	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

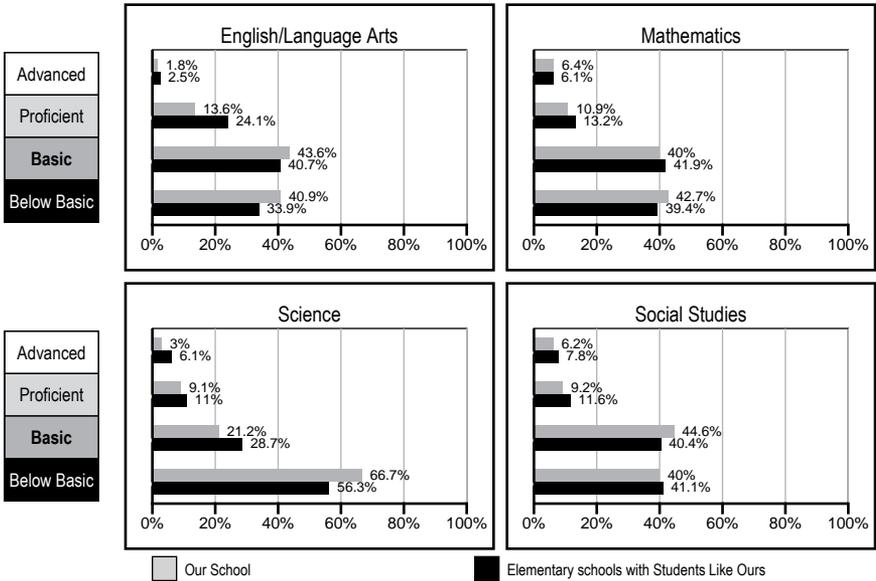
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	41	58

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=283)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Up from 3.3%	3.2%	2.3%
Attendance rate	95.1%	Up from 94.1%	96.0%	96.3%
Eligible for gifted and talented	2.2%	Down from 3.2%	2.7%	10.4%
With disabilities other than speech	7.3%	Up from 6.4%	7.5%	7.5%
Older than usual for grade	0.9%	Down from 1.5%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	50.0%	Up from 37.5%	53.3%	56.7%
Continuing contract teachers	84.6%	Up from 83.3%	67.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.1%	Down from 83.0%	82.5%	86.4%
Teacher attendance rate	96.4%	Up from 93.8%	94.8%	94.9%
Average teacher salary	\$45,727	Up 8.5%	\$43,674	\$45,345
Professional development days/teacher	25.5 days	Up from 22.3 days	13.3 days	12.6 days
School				
Principal's years at school	0.5	Down from 7.0	3.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 15.9 to 1	16.1 to 1	18.5 to 1
Prime instructional time	89.4%	Up from 85.7%	89.2%	89.8%
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*	\$9,842	Up 15.5%	\$8,277	\$7,052
Percent of expenditures for instruction*	64.5%	Up from 63.0%	68.4%	69.1%
Percent of expenditures for teacher salaries*	48.7%	Down from 57.2%	60.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Many things at Mitchell are in the process of major change so that we may better serve the needs of our students and improve the school's report card rating. Our Neighborhood Planning Team is in the process of researching and developing a partial magnet school in the hopes of becoming an academy of theme-based learning. Coach Beck and the Lean Team restructured our physical education program with a nutrition and health component that promotes physical, social, emotional, and intellectual wellness. Mitchell's future beams with possibility and opportunity.

Mitchell's accomplishments in 2007-2008 prove that we are a school ripe for major advancements. We increased PTA membership and PTA meeting attendance. Our students made gains in all areas of MAP testing. Volunteer participation improved during and after school, as students enriched their classroom experience with extended-day learning opportunities.

This year is Mitchell's final year of the South Carolina Reading First Initiative. Mitchell teachers have become experts in reading instruction through data analysis, small group intervention, and best teaching practices under this grant. Many of the elements of the Reading First Initiative will remain long after the grant is gone.

Last year's school report card revealed that science is our weakest subject area as a school, so we will implement many new science features to our curriculum next year. We are excited to have Ellen Mintz, one of Charleston County's foremost experts in science instruction, join the Mitchell faculty to work with both teachers and students next year. Mrs. Mintz, a National Board certified teacher, is a national presenter known for her publications and research on science inquiry notebooks. All students at Mitchell will use science notebooks next year as we elevate the level of inquiry in science lessons and apply scientific concepts to other learning disciplines. Students will take MAP testing in science in the fall, winter, and spring starting next year, so that we may establish baseline data and measure student growth. Teachers will develop science common assessments, and they will integrate science instruction into the literacy block of daily instruction.

Our goals for 2008-2009 are ambitious. We aim to improve the overall wellness of Mitchell Elementary families by focusing on fitness and nutrition. We seek to increase parent engagement. Most importantly, we hope to increase academic achievement with a special focus on math and science. Join us in making our centennial year one of the most positive years in our school's history. We will achieve this with continued support from experienced staff members, philanthropic business leaders, dedicated community leaders, and loving Mitchell families.

Dirk Bedford, Principal
David Wingard, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	36	16
Percent satisfied with learning environment	95.2%	94.4%	93.8%
Percent satisfied with social and physical environment	95.2%	91.7%	100.0%
Percent satisfied with school-home relations	38.1%	97.2%	100.0%

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

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School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.6%	0.0%	No
Student attendance rate	95.1%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	137	100	40.4	43.9	13.2	2.6	28.9	53.5	48.2	No	Yes
Gender											
Male	76	100	43.1	44.8	6.9	5.2	27.6	47.3	41.7	N/A	N/A
Female	61	100	37.5	42.9	19.6	0	30.4	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	136	100	40.7	44.2	13.3	1.8	28.3	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	18	100	73.3	20	0	6.7	13.3	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	116	100	42.4	41.4	14.1	2	28.3	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	137	100	41.2	40.4	12.3	6.1	24.6	49.7	45.8	No	Yes
Gender											
Male	76	100	46.6	36.2	12.1	5.2	22.4	49.5	45.6	N/A	N/A
Female	61	100	35.7	44.6	12.5	7.1	26.8	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	136	100	41.6	39.8	12.4	6.2	23.9	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	18	100	66.7	20	13.3	0	20	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	116	100	42.4	39.4	11.1	7.1	22.2	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	84	100	62.9	22.9	10	4.3	14.3	39.2	35.7	95.1	96
Gender											
Male	51	100	62.5	17.5	15	5	20	40.8	37.4	95	95.8
Female	33	100	63.3	30	3.3	3.3	6.7	37.6	33.8	95.2	96.1
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	93.4	96.1
African American	83	100	63.8	23.2	10.1	2.9	13	15.3	17	95.1	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	88.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	13	100	63.6	18.2	9.1	9.1	18.2	16.6	14	94.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	N/A	96.3
Socio-Economic Status											
Subsidized meals	69	100	62.7	23.7	10.2	3.4	13.6	17.1	21.1	95	95.5
Social Studies											
All Students	83	100	37.7	46.4	10.1	5.8	15.9	40.2	34	95.1	96
Gender											
Male	43	100	41.9	41.9	12.9	3.2	16.1	42	36.6	95	95.8
Female	40	100	34.2	50	7.9	7.9	15.8	38.3	31.3	95.2	96.1
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	93.4	96.1
African American	82	100	38.2	47.1	8.8	5.9	14.7	19.1	19.1	95.1	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	88.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	12	100	45.5	45.5	9.1	0	9.1	18.2	14.4	94.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	N/A	96.3
Socio-Economic Status											
Subsidized meals	72	100	42.6	41	9.8	6.6	16.4	20.1	21	95	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	29	100	14.3	39.3	42.9	3.6	46.4	
	4	30	100	18.5	59.3	18.5	3.7	22.2	
	5	29	100	46.4	42.9	10.7	0	10.7	
	6	38	100	59.4	37.5	3.1	0	3.1	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
2008	3	37	100	13.8	51.7	27.6	6.9	34.5	
	4	29	100	41.7	37.5	20.8	0	20.8	
	5	31	100	48.1	48.1	3.7	0	3.7	
	6	40	100	55.9	38.2	2.9	2.9	5.9	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	29	100	28.6	46.4	17.9	7.1	25	
	4	30	100	29.6	48.1	11.1	11.1	22.2	
	5	29	100	46.4	50	0	3.6	3.6	
	6	38	100	59.4	28.1	9.4	3.1	12.5	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	24.1	51.7	10.3	13.8	24.1	
	4	29	100	37.5	20.8	37.5	4.2	41.7	
	5	31	100	37	51.9	7.4	3.7	11.1	
	6	40	100	61.8	35.3	0	2.9	2.9	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	15	100	35.7	57.1	7.1	0	7.1	
	4	30	100	88.9	7.4	3.7	0	3.7	
	5	14	100	85.7	14.3	0	0	0	
	6	19	100	87.5	12.5	0	0	0	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	18	100	41.7	25	25	8.3	33.3	
	4	29	100	45.8	33.3	16.7	4.2	20.8	
	5	16	100	73.3	26.7	0	0	0	
	6	21	100	89.5	5.3	0	5.3	5.3	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	14	100	21.4	64.3	7.1	7.1	14.3	
	4	30	100	63	33.3	0	3.7	3.7	
	5	15	100	71.4	21.4	7.1	0	7.1	
	6	19	100	62.5	37.5	0	0	0	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	19	100	29.4	47.1	17.6	5.9	23.5	
	4	29	100	37.5	50	4.2	8.3	12.5	
	5	15	100	58.3	33.3	0	8.3	8.3	
	6	20	100	31.3	50	18.8	0	18.8	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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