



MITCHELL ELEMENTARY

2 Perry Street
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	391 Students	
Principal	Dirk Bedford	843-724-7262
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Below Average
2010	Below Average	Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	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://eoc.sc.gov>

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

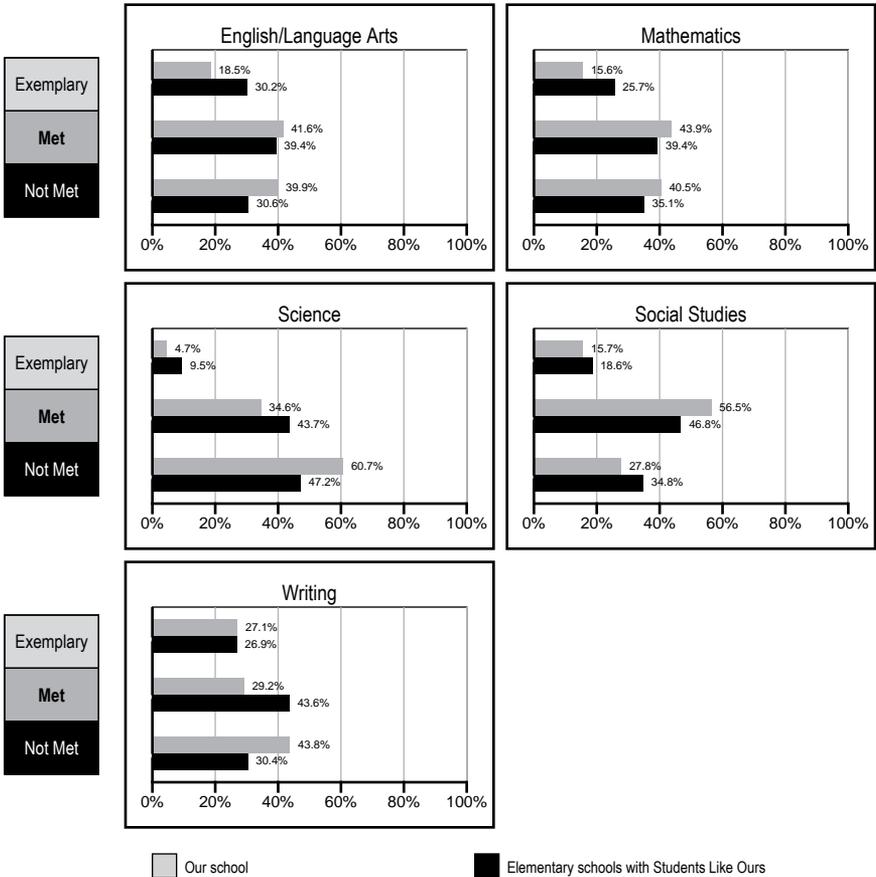
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	98	32	8

* Ratings are calculated with data available by 11/09/2011.

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=391)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Up from 0.6%	1.5%	1.1%
Attendance rate	95.9%	Up from 94.3%	95.9%	96.2%
Served by gifted and talented program	3.7%	Up from 2.4%	8.0%	13.4%
With disabilities other than speech	4.6%	Down from 5.2%	4.5%	4.1%
Older than usual for grade	1.0%	Up from 0.3%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.5%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	52.5%	Down from 56.3%	61.3%	62.5%
Continuing contract teachers	80.0%	Down from 87.5%	85.2%	88.2%
Teachers returning from previous year	85.1%	Up from 78.6%	86.3%	87.8%
Teacher attendance rate	97.9%	Up from 97.1%	95.1%	95.2%
Average teacher salary*	\$45,139	Down 5.8%	\$45,734	\$46,773
Professional development days/teacher	21.3 days	Up from 21.1 days	10.4 days	10.5 days
School				
Principal's years at school	3.5	Up from 2.5	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 17.0 to 1	18.2 to 1	19.9 to 1
Prime instructional time	93.5%	Up from 91.4%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,752	Down 15.9%	\$7,913	\$7,447
Percent of expenditures for instruction**	67.9%	Down from 69.4%	67.9%	68.4%
Percent of expenditures for teacher salaries**	64.2%	Up from 61.5%	64.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2010-2011 school year marked Mitchell's second year as a partial magnet school with an instructional focus on mathematics and science and an expanding Montessori program. With enrichment opportunities for students and teachers in science, technology, engineering, and mathematics (STEM), Mitchell teachers engage students daily in problem-solving situations using the scientific method and Socratic teaching style. Our rigorous hands-on, minds-on math and science curriculum includes more student-centered instruction in our classrooms. This incorporates a focus on inquiry-based instruction, cooperative group work, and project-based activities. Additionally, students have the opportunities to be taught math by local architects and bankers, science by local professors, medical students, marine biologists and farmers. Teachers collaborate in a way that makes Mitchell an environment of natural professional development as they improve their teaching skill sets through intellectual conversation and cooperative interaction.

Mitchell has amazing partnerships with local businesses, organizations, institutions of higher learning, and faith-based organizations. We rely on these partnerships to advance our math and science opportunities for students. A group of architects, Learning by Design, works with fifth graders in math related career experiences. Rev Foods Restaurant Group leads the Green Heart organic farming project. The Centers for Ocean Sciences Education Excellence (COSEE) provides marine science experiences for students in grades three through five. The College of Charleston's Science Departments guide students through science-based field trips on their historic campus. The Unitarian Church of Charleston funds quarterly science-based field trips for all students K-6. The T-Bonz Foundation, under the leadership of Jerry Scheer, contributes financial support and an army of volunteers for programs such as yoga kidz, field trips, and REACH Sailing Program as well as numerous other extra-curricular and instructional opportunities for our students. Charleston Volunteers for Literacy provides dozens of volunteers for the Book Buddies program which serves second graders. Betsy Martin and Reading Is Fundamental (RIF) donate books to all students to expand their home libraries. The Yo! Art Project works with fourth graders to integrate science-based concepts with various forms of visual arts. Volunteers from the Omega Psi Phi fraternity, the City of Charleston, and the Charleston Chamber of Commerce serve in Mitchell's Lunch Buddy program. The Kiwanis Club rewards Mitchell Terrific Kids each month and the Rotary Club regularly contributes to teacher recognition awards.

Through its valued community partnerships, continued parental involvement, improved student performance, inspired teacher passion, sustained district support, and a heightened awareness of its importance as an institution of educational progress, Mitchell expects its commitment to excellence to continue to yield monumental outcomes for the students, families, and community it serves.

Jamal Middleton, School Improvement Chairperson
Dirk Bedford, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	28	17
Percent satisfied with learning environment	92.3%	85.7%	94.1%
Percent satisfied with social and physical environment	92.3%	92.9%	81.3%
Percent satisfied with school-home relations	76.9%	89.3%	87.5%

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

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No Child Left Behind

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

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	185	100	39.2	42.6	18.2	74.4	83.1	82.4	No	Yes
Gender										
Male	97	100	45.1	35.2	19.8	69.2	79.9	78.7	N/A	N/A
Female	88	100	32.9	50.6	16.5	80	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	180	100	39.3	42.2	18.5	74	71.9	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	45	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	170	100	40.9	42.1	17.1	73.8	72.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	185	100	40.3	44.3	15.3	69.3	82.8	81.9	No	Yes
Gender										
Male	97	100	46.2	34.1	19.8	64.8	81.1	79.9	N/A	N/A
Female	88	100	34.1	55.3	10.6	74.1	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	180	100	41	43.4	15.6	68.8	70.9	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	35	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	170	100	41.5	42.1	16.5	68.3	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	116	100	59.1	36.4	4.5	40.9	69.2	68.6
Gender								
Male	59	100	N/AV	N/AV	N/AV	38.2	68.4	68.3
Female	57	100	56.4	34.5	9.1	43.6	70	68.9
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	112	100	58.9	36.4	4.7	41.1	48.4	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	47.1	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	60.7
Socio-Economic Status								
Subsidized meals	107	100	60.8	34.3	4.9	39.2	51.8	57.3
Social Studies								
All Students	115	100	28.4	56	15.6	71.6	75.5	72.5
Gender								
Male	59	100	24.1	57.4	18.5	75.9	74.4	72
Female	56	100	32.7	54.5	12.7	67.3	76.6	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	91	81
African American	112	100	28.7	55.6	15.7	71.3	60.4	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	93.3	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	69.7
Socio-Economic Status								
Subsidized meals	105	100	29.4	56.9	13.7	70.6	61.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	49	98	42.6	29.8	27.7	57.4	75.8	73.2	95.9	96
Gender										
Male	24	95.8	56.5	21.7	21.7	43.5	70.7	67.2	96	95.9
Female	25	100	29.2	37.5	33.3	70.8	81.1	79.4	95.7	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	81.5	96.3	96.1
African American	48	97.9	41.3	30.4	28.3	58.7	61.3	61.3	95.8	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.4	87	99.9	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	96.4	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	23.9	26	96.1	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	46	97.8	43.2	27.3	29.5	56.8	62.2	63.2	95.9	95.5

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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							
2010	3	51	100	27.7	27.7	44.7	72.3
	4	45	100	45.5	34.1	20.5	54.5
	5	47	100	44.2	46.5	9.3	55.8
	6	41	100	48.6	40.5	10.8	51.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
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
Mathematics							
2010	3	51	100	29.8	38.3	31.9	70.2
	4	45	100	31.8	40.9	27.3	68.2
	5	47	100	55.8	30.2	14	44.2
	6	41	100	40.5	51.4	8.1	59.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
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
Science							
2010	3	26	100	50	33.3	16.7	50
	4	45	100	N/A	N/A	N/A	38.6
	5	22	100	70	25	5	30
	6	20	100	N/A	N/A	N/A	29.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
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

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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							
2010	3	26	96.2	17.4	60.9	21.7	82.6
	4	45	100	38.6	52.3	9.1	61.4
	5	25	100	47.8	30.4	21.7	52.2
	6	21	100	30	65	5	70
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
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
Writing							
2010	3	51	96.1	26.1	39.1	34.8	73.9
	4	48	100	56.8	34.1	9.1	43.2
	5	45	97.8	53.5	27.9	18.6	46.5
	6	42	95.2	50	38.9	11.1	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
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

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