

Mitchell Elementary

2 Perry Street
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	303 Students	
Principal	Dirk Bedford	843-724-7261
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

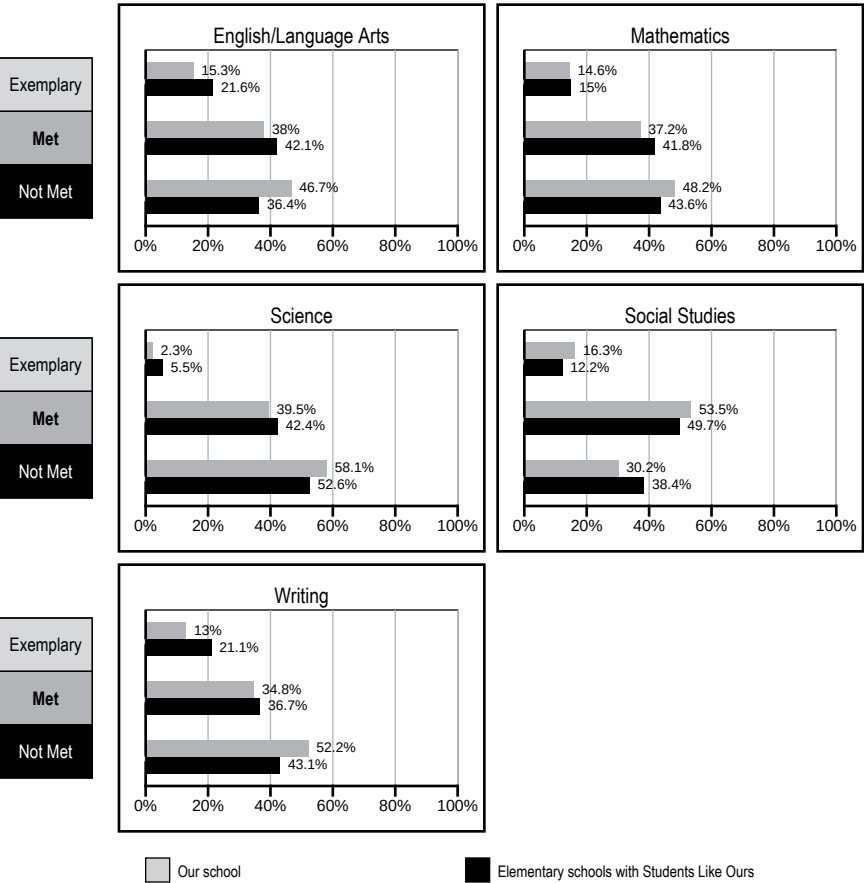
98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	58	53	31

* Ratings are calculated with data available by 06/01/2010.

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=303)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 3.8%	2.5%	1.9%
Attendance rate	95.8%	Up from 95.1%	96.0%	96.3%
Eligible for gifted and talented	2.5%	Up from 2.2%	2.9%	10.0%
With disabilities other than speech	5.6%	Down from 7.3%	7.4%	7.7%
Older than usual for grade	1.2%	Up from 0.9%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.0%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	58.1%	Up from 50.0%	57.1%	59.4%
Continuing contract teachers	87.1%	Up from 84.6%	71.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.5%	Down from 80.1%	81.6%	85.9%
Teacher attendance rate	94.9%	Down from 96.4%	95.2%	95.1%
Average teacher salary*	\$47,190	Up 3.2%	\$45,854	\$47,149
Professional development days/teacher	22.7 days	Down from 25.5 days	10.7 days	11.1 days
School				
Principal's years at school	1.5	Up from 0.5	3.0	4.0
Student-teacher ratio in core subjects	13.9 to 1	Down from 15.5 to 1	16.5 to 1	18.8 to 1
Prime instructional time	89.7%	Up from 89.4%	90.1%	90.4%
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	Good	Excellent
Dollars spent per pupil**	\$10,631	Up 8.0%	\$8,670	\$7,458
Percent of expenditures for instruction**	64.3%	Down from 64.5%	68.4%	68.8%
Percent of expenditures for teacher salaries**	58.5%	Up from 48.7%	61.9%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Mitchell Elementary proudly commemorated 100 years of education in 2008-2009. Located in downtown Charleston, Mitchell first opened its doors to students and their families 100 years ago, in 1909. Built for \$50,000 and considered one of the most modern school buildings in the country at the time it opened, Mitchell has seen tens of thousands of students, families, teachers and community members come through its doors. On the 100th day of school last year, we celebrated Mitchell's storied past and peered into its bright future. The 2009-2010 school year ushers in a new day for Mitchell students and families. We opened in August as Mitchell Math and Science Elementary: A Student –Centered School. Mitchell students receive many wonderful, new opportunities because they are enrolled in a Math and Science magnet school. A 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. Students also have the opportunities to work as tellers in the Mitchell branch of Heritage Trust Federal Credit Union. They may also work in the science labs at MUSC or the marine biology labs at Grice Marine laboratory or in an architecture firm with local architects. They have many internship and career exploration opportunities as Mitchell students.

As a part of a student-centered school, Mitchell parents have the option of sending their children to a traditional classroom or a Montessori classroom. In 2009-2010 we opened two Montessori preschool classes with 3 and 4 year-old students. As these children get older, we will continue to expand the Montessori program at Mitchell through the sixth grade. We are excited about providing another excellent choice for parents seeking an outstanding public school education.

Last year we garnered national attention for our focus of student health and wellness and for our push to use findings from recent brain-based research to improve classroom instruction and student learning. We continue to offer daily physical education opportunities for our students and to incorporate movement in our teaching practices.

Our goals for 2009-2010 are once again ambitious. We aim to continue to improve the wellness of Mitchell students, families and faculty by focusing on fitness and nutrition. We seek to increase parental involvement and engagement. Most importantly, we plan to keep a sharp focus on improving the academic achievement of all of our students. We believe that our math and science opportunities and our student-centered approach to instruction will bring the gains we know our students are capable of. Join us in making this year one of the most successful in the 100 years of Mitchell Elementary.

Jamal Middleton, School Improvement Chairperson
 Dirk Bedford, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	39	21
Percent satisfied with learning environment	94.1%	92.3%	84.2%
Percent satisfied with social and physical environment	94.1%	89.7%	90.5%
Percent satisfied with school-home relations	70.6%	100.0%	90.0%

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

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 Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 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	R-DELAY
---------------------------	---------

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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	154	100	46.4	38.6	15	70.7	84.9	82.8	Yes	Yes
Gender										
Male	86	100	52.6	32.1	15.4	65.4	81.8	79.3	N/A	N/A
Female	68	100	38.7	46.8	14.5	77.4	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	89.5	I/S	I/S
African American	154	100	46.4	38.6	15	70.7	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	46.7	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	139	100	47.2	37	15.7	70.9	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	154	100	47.9	37.9	14.3	62.9	81	78.9	Yes	Yes
Gender										
Male	86	100	52.6	30.8	16.7	57.7	79.3	77	N/A	N/A
Female	68	100	41.9	46.8	11.3	69.4	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	87.2	I/S	I/S
African American	154	100	47.9	37.9	14.3	62.9	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	40	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	139	100	49.6	37	13.4	61.4	69.2	70.2	Yes	Yes

* 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

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	97	100	57.3	40.4	2.2	42.7	68.9	67.5
Gender								
Male	52	100	N/AV	N/AV	N/AV	40.8	68.2	67
Female	45	100	55	40	5	45	69.6	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.5
African American	97	100	57.3	40.4	2.2	42.7	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	11	100	N/AV	N/AV	N/AV	36.4	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
Socio-Economic Status								
Subsided meals	86	100	60	37.5	2.5	40	50.2	55.1

Social Studies

All Students	95	100	31	52.9	16.1	69	76.8	72.3
Gender								
Male	60	100	29.6	50	20.4	70.4	75.3	71.5
Female	35	100	33.3	57.6	9.1	66.7	78.4	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	80.7
African American	95	100	31	52.9	16.1	69	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
Socio-Economic Status								
Subsided meals	87	100	32.9	53.2	13.9	67.1	64	62.1

Abbreviations for Missing Data

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

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	156	98.1	52.2	34.8	13	47.8	74.1	70.2	95.8	96
Gender										
Male	86	96.5	64	22.7	13.3	36	67.8	63.2	95.8	95.9
Female	70	100	38.1	49.2	12.7	61.9	80.6	77.5	95.9	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.1	99.9	95.9
African American	156	98.1	52.2	34.8	13	47.8	59.2	57.6	95.8	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	62.6	91.7	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	15	80	N/AV	N/AV	N/AV	N/AV	29.6	26.1	94.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	N/A	96.5
Socio-Economic Status										
Subsidized meals	140	98.6	53.6	32.8	13.6	46.4	59.1	58.9	95.7	95.7

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	47	100	46.5	30.2	23.3	53.5
	4	37	100	42.9	45.7	11.4	57.1
	5	31	100	33.3	59.3	7.4	66.7
	6	39	100	60	25.7	14.3	40
	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							
2009	3	47	100	55.8	27.9	16.3	44.2
	4	37	100	40	40	20	60
	5	31	100	33.3	51.9	14.8	66.7
	6	39	100	57.1	37.1	5.7	42.9
	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
Science							
2009	3	23	100	57.1	38.1	4.8	42.9
	4	37	100	60	37.1	2.9	40
	5	17	100	N/AV	N/AV	N/AV	53.3
	6	20	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
Social Studies							
2009	3	25	100	39.1	47.8	13	60.9
	4	37	100	31.4	42.9	25.7	68.6
	5	14	100	33.3	50	16.7	66.7
	6	19	100	N/AV	N/AV	N/AV	82.4
	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							
2009	3	48	97.9	61.9	21.4	16.7	38.1
	4	37	100	45.7	45.7	8.6	54.3
	5	32	93.8	46.2	38.5	15.4	53.8
	6	39	100	51.4	37.1	11.4	48.6
	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample