



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	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	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

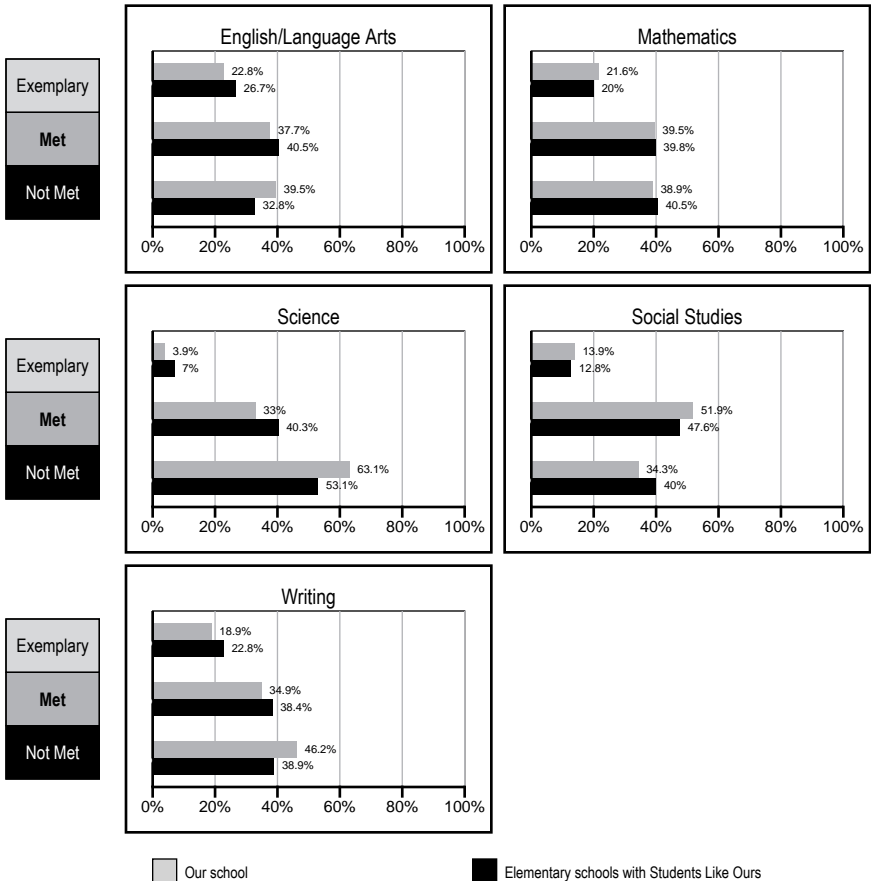
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	102	47	20

* Ratings are calculated with data available by 03/09/2011.

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	0.6%	Down from 1.7%	1.5%	1.2%
Attendance rate	94.3%	Down from 95.8%	95.8%	96.1%
Eligible for gifted and talented	2.4%	Down from 2.5%	5.0%	11.7%
With disabilities other than speech	5.2%	Down from 5.6%	8.5%	8.0%
Older than usual for grade	0.3%	Down from 1.2%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.0%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	56.3%	Down from 58.1%	58.3%	60.5%
Continuing contract teachers	87.5%	Up from 87.1%	80.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.6%	Up from 77.5%	84.8%	87.0%
Teacher attendance rate	97.1%	Up from 94.9%	95.2%	95.4%
Average teacher salary*	\$47,910	Up 1.5%	\$45,459	\$47,288
Professional development days/teacher	21.1 days	Down from 22.7 days	11.1 days	10.5 days
School				
Principal's years at school	2.5	Up from 1.5	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 13.9 to 1	17.7 to 1	19.2 to 1
Prime instructional time	91.4%	Up from 89.7%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.1%	Down from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,401	Down 2.2%	\$8,325	\$7,548
Percent of expenditures for instruction**	69.4%	Up from 64.3%	68.2%	68.7%
Percent of expenditures for teacher salaries**	61.5%	Up from 58.5%	63.0%	65.1%

* 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 2009-2010 school year ushered 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 opportunity to be taught math by local architects and bankers and science by local professors, medical students, marine biologists, and farmers. Students also have the opportunity to work as tellers in the Mitchell branch of a local bank. They may also work in the science labs at MUSC, the marine biology labs at Grice Marine laboratory, or in an architecture firm with local architects. They will 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. In 2010, as these children get older, we will continue to expand the Montessori program. In 2011, these students will stay in their classes, and we will add a new group on 3 year-olds to the class, making a full Montessori Preschool class of 3-5 year-olds. We are excited about providing another excellent choice for parents seeking an outstanding public school education.

This year we continued our focus on student health and wellness, as well as our push to use findings from recent brain-based research to improve classroom instruction and student learning. We know that students who are actively engaged are more successful in the classroom. We continue to offer daily physical education opportunities for our students and to incorporate movement in our teaching practices.

Our goals for 2010-2011 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 help our students perform at high levels and achieve their potential. Join us in making this year one of the most successful in Mitchell history.

Jamal Middleton, School Improvement Chairperson
Dirk Bedford, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	36	26
Percent satisfied with learning environment	93.5%	94.4%	79.2%
Percent satisfied with social and physical environment	93.5%	88.6%	84.0%
Percent satisfied with school-home relations	61.3%	80.0%	84.6%

* 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

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

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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	27.9%	0.0%	No
Student attendance rate	94.3%	94.0%*	Yes

* Or greater than last year

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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 = 58.8% (Met or Exemplary)

All Students	184	100	40.9	36.8	22.2	81.9	85	83.5	Yes	Yes
Gender										
Male	93	100	48.9	33	18.2	72.7	81.6	80.1	N/A	N/A
Female	91	100	32.5	41	26.5	91.6	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	95.3	89.6	I/S	I/S
African American	183	100	41.2	36.5	22.4	81.8	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	20	100	82.4	11.8	5.9	58.8	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	171	100	42.1	35.8	22	81.1	76.4	76.9	Yes	Yes

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

All Students	184	100	39.2	39.8	21.1	74.9	81	80.4	Yes	Yes
Gender										
Male	93	100	42	38.6	19.3	72.7	78.9	78.4	N/A	N/A
Female	91	100	36.1	41	22.9	77.1	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	94.5	87.8	I/S	I/S
African American	183	100	39.4	39.4	21.2	74.7	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	20	100	47.1	47.1	5.9	76.5	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	171	100	38.4	39.6	22	76.1	70.2	72.8	Yes	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	113	100	61.9	33.3	4.8	38.1	67.4	67.3
Gender								
Male	59	100	60.7	33.9	5.4	39.3	66.2	66.9
Female	54	100	63.3	32.7	4.1	36.7	68.5	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	89	79.6
African American	112	100	61.5	33.7	4.8	38.5	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	13	100	58.3	33.3	8.3	41.7	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.2	58.6
Socio-Economic Status								
Subsidized meals	107	100	62.6	32.3	5.1	37.4	49.3	55.4
Social Studies								
All Students	117	99.2	34.5	51.8	13.6	65.5	73.8	70.9
Gender								
Male	57	98.3	42.6	48.1	9.3	57.4	72.3	70.1
Female	60	100	26.8	55.4	17.9	73.2	75.3	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	90.1	79.2
African American	117	99.2	34.5	51.8	13.6	65.5	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	14	92.9	N/A	N/A	N/A	36.4	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	107	99.1	33.7	53.5	12.9	66.3	60.2	60.8

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	186	97.3	46.2	34.9	18.9	53.8	75	72.1	94.3	95.7
Gender										
Male	94	94.7	54.1	31.8	14.1	45.9	69.1	65.2	93.9	95.5
Female	92	100	38.1	38.1	23.8	61.9	81	79.2	94.7	95.8
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	91	80.8	97.7	95.8
African American	185	97.3	46.4	35.1	18.5	53.6	60.2	59.7	94.3	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.7	64.6	93.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	19	73.7	N/AV	N/AV	N/AV	14.3	28.4	27.7	95.2	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	63.7	66.7	96.3
Socio-Economic Status										
Subsidized meals	172	97.1	46.8	35.3	17.9	53.2	61.1	61.9	94.1	95.2

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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							
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
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
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
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
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
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

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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							
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
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
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
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

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