



MITCHELL ROAD ELEMENTARY

4124 East North Street
Greenville, SC 29615

Grades	PK-5 Elementary School	
Enrollment	575 Students	
Principal	Nerissa Lewis	864-355-6700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Average
2008	Average	Below Average
2007	Good	Below Average
2006	Good	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

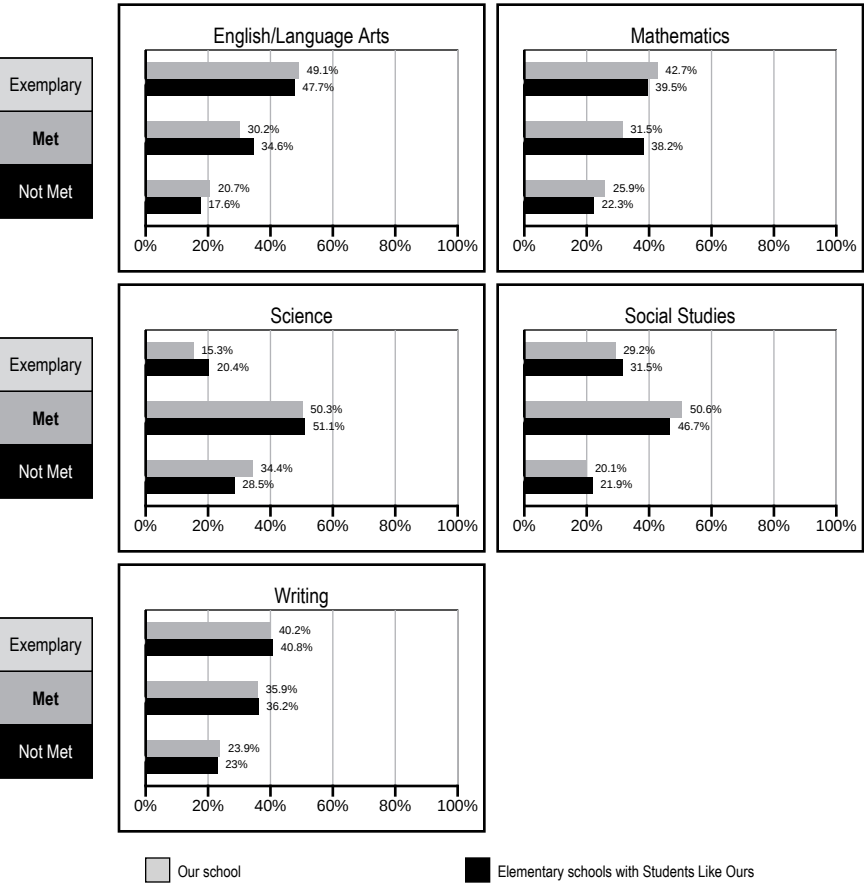
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	37	32	0	0

* 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=575)				
First graders who attended full-day kindergarten	95.2%	Up from 91.7%	100.0%	100.0%
Retention rate	1.5%	No Change	1.2%	1.2%
Attendance rate	96.5%	No Change	96.2%	96.1%
Eligible for gifted and talented	19.3%	Down from 21.8%	15.9%	11.7%
With disabilities other than speech	7.6%	Up from 6.5%	7.9%	8.0%
Older than usual for grade	0.2%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	70.3%	Up from 61.5%	60.3%	60.5%
Continuing contract teachers	89.2%	Up from 82.1%	86.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.8%	Up from 88.1%	89.0%	87.0%
Teacher attendance rate	96.2%	No Change	95.5%	95.4%
Average teacher salary*	\$48,586	Up 0.4%	\$48,008	\$47,288
Professional development days/teacher	8.5 days	Down from 10.6 days	10.9 days	10.5 days
School				
Principal's years at school	6.0	Up from 3.0	4.3	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 17.7 to 1	19.8 to 1	19.2 to 1
Prime instructional time	92.8%	Up from 92.2%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.6%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,883	Up 6.1%	\$7,078	\$7,548
Percent of expenditures for instruction**	68.3%	Up from 65.7%	68.8%	68.7%
Percent of expenditures for teacher salaries**	66.0%	Up from 62.3%	65.6%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Mitchell Road Elementary faculty, staff, and community developed a comprehensive strategic plan outlining the goals, objectives, and strategies for our school. The goals focus on academic achievement, parent involvement, and a supportive educational environment. The goals address the specific school needs and are aligned to the district's Education Plan. The School Improvement Council along with school personnel regularly review the progress made in achieving these goals.

Mitchell Road Elementary is an award winning school. In recent years it has been named a National Blue Ribbon School of Excellence and a Carolina First Palmetto's Finest School. In addition, the school received the Red Carpet Award for exemplary customer service and the Safe Kids School Award for keeping children safe and healthy. Mitchell Road Elementary was recognized this year by the State Department of Education with a Palmetto Gold award for Closing the Achievement Gap. Twelve teachers have received National Board Certification.

Our PTA actively supports our school through fundraising and volunteer hours. Parents have many opportunities to be involved in their child's education. The active involvement of the school's PTA helps provide programs that benefit all children. Opportunities include tutoring, volunteering in classrooms or the office, mentoring students, serving on committees, landscaping, chaperoning field trips, etc. We recognize the importance of parent involvement in our school and the impact that it can have on student achievement.

Teachers and staff work together to meet the needs of each student. Every child has the opportunity to achieve success related not only to academics, but also in areas such as music, art, and physical education. All students are encouraged to do their best at all times! We enjoy celebrating the successes attained by each child.

Nerissa Lewis, Principal
Martie Reynolds, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	73	31
Percent satisfied with learning environment	100.0%	89.0%	80.6%
Percent satisfied with social and physical environment	100.0%	86.1%	96.8%
Percent satisfied with school-home relations	100.0%	87.1%	93.5%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 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	
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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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	255	100	20.6	31.1	48.3	87	84.7	83.5	Yes	Yes
Gender										
Male	122	100	23.5	25.2	51.3	81.7	81.3	80.1	N/A	N/A
Female	133	100	17.9	36.6	45.5	91.9	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	124	100	12.8	29.1	58.1	94	90	89.6	Yes	Yes
African American	86	100	33.3	32.1	34.6	78.2	73.4	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	30	100	27.6	37.9	34.5	75.9	78.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	36	100	54.3	28.6	17.1	60	53.3	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	36	100	21.6	35.1	43.2	81.1	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	100	26.9	33.6	39.5	82.4	76.1	76.9	Yes	Yes

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

All Students	255	100	26.1	32.4	41.6	86.6	82	80.4	Yes	Yes
Gender										
Male	122	100	26.1	27	47	83.5	80.5	78.4	N/A	N/A
Female	133	100	26	37.4	36.6	89.4	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	124	100	16.2	32.5	51.3	93.2	87.7	87.8	Yes	Yes
African American	86	100	42.3	26.9	30.8	79.5	68.4	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	30	100	34.5	48.3	17.2	72.4	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	36	100	68.6	20	11.4	54.3	46.1	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	36	100	24.3	43.2	32.4	78.4	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	134	100	32.8	36.1	31.1	80.7	72.9	72.8	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	168	100	33.8	50	16.3	66.3	70.6	67.3
Gender								
Male	77	100	29.7	45.9	24.3	70.3	70.1	66.9
Female	91	100	37.2	53.5	9.3	62.8	71.1	67.7
Racial/Ethnic Group								
White	80	100	17.1	55.3	27.6	82.9	80.2	79.6
African American	59	100	53.6	41.1	5.4	46.4	50.4	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	21	100	42.9	52.4	4.8	57.1	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	21	100	65	25	10	35	33.9	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	24	100	40	52	8	60	60.6	58.6
Socio-Economic Status								
Subsidized meals	88	100	44.4	45.7	9.9	55.6	57.1	55.4

Social Studies

All Students	169	99.4	21	50.3	28.7	79	73.2	70.9
Gender								
Male	82	100	21.8	41	37.2	78.2	72.8	70.1
Female	87	98.9	20.3	59.5	20.3	79.7	73.7	71.7
Racial/Ethnic Group								
White	89	100	10.6	54.1	35.3	89.4	79.8	79.2
African American	56	100	38	42	20	62	57.9	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	15	93.3	30.8	53.8	15.4	69.2	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	31	96.8	51.7	31	17.2	48.3	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	19	94.7	22.2	50	27.8	77.8	69	68
Socio-Economic Status								
Subsidized meals	85	98.8	29.7	50	20.3	70.3	61.6	60.8

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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	253	97.6	23.9	35.9	40.2	76.1	74	72.1	96.5	96.2
Gender										
Male	121	97.5	31	34.5	34.5	69	67.2	65.2	96.4	96.2
Female	132	97.7	17.4	37.2	45.5	82.6	81.1	79.2	96.5	96.3
Racial/Ethnic Group										
White	123	96.8	13.9	37.4	48.7	86.1	81.6	80.8	96.9	96.1
African American	85	100	37.2	39.7	23.1	62.8	58.6	59.7	96.4	96.2
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	88.8	87	97.4	97.5
Hispanic	30	93.3	40.7	29.6	29.6	59.3	63.1	64.6	95	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	97.2	94.8
Disability Status										
Disabled	38	84.2	65.6	21.9	12.5	34.4	29.5	27.7	95.3	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	36	94.4	34.3	20	45.7	65.7	62.9	63.7	96	97
Socio-Economic Status										
Subsidized meals	132	97	32.5	37.6	29.9	67.5	61.1	61.9	95.8	95.6

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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	85	100	10	28.8	61.3	90
	4	72	100	16.2	35.3	48.5	83.8
	5	82	100	21.5	46.8	31.6	78.5
	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
2010	3	90	100	11.8	24.7	63.5	88.2
	4	81	100	31.3	31.3	37.5	68.8
	5	83	100	18.1	38.9	43.1	81.9
	6	0	N/A	N/A	N/A	N/A	N/A
	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	85	100	16.3	37.5	46.3	83.8
	4	72	100	13.2	42.6	44.1	86.8
	5	82	100	19	59.5	21.5	81
	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
2010	3	90	100	22.4	30.6	47.1	77.6
	4	81	100	28.8	31.3	40	71.3
	5	83	100	26.4	36.1	37.5	73.6
	6	0	N/A	N/A	N/A	N/A	N/A
	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	44	100	34.9	37.2	27.9	65.1
	4	72	100	20.3	59.4	20.3	79.7
	5	42	100	21.4	52.4	26.2	78.6
	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
2010	3	47	100	22.2	51.1	26.7	77.8
	4	81	100	38.8	47.5	13.8	61.3
	5	40	100	37.1	54.3	8.6	62.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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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	42	100	17.9	46.2	35.9	82.1
	4	72	100	10.1	49.3	40.6	89.9
	5	40	100	24.3	51.4	24.3	75.7
	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
2010	3	45	100	19.5	46.3	34.1	80.5
	4	80	100	25.3	48.1	26.6	74.7
	5	43	97.7	11.1	61.1	27.8	88.9
	6	0	N/A	N/A	N/A	N/A	N/A
	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	85	97.7	24.1	32.9	43	75.9
	4	72	95.8	16.7	31.8	51.5	83.3
	5	84	96.4	19.2	43.6	37.2	80.8
	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
2010	3	90	96.7	26.2	33.3	40.5	73.8
	4	82	98.8	27.5	36.3	36.3	72.5
	5	81	97.5	17.1	38.6	44.3	82.9
	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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