



Mitchell Road Elementary

4124 East North Street
Greenville, SC 29615

Grades	PK-5 Elementary School	
Enrollment	583 Students	
Principal	Nerissa Lewis	864-355-6700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

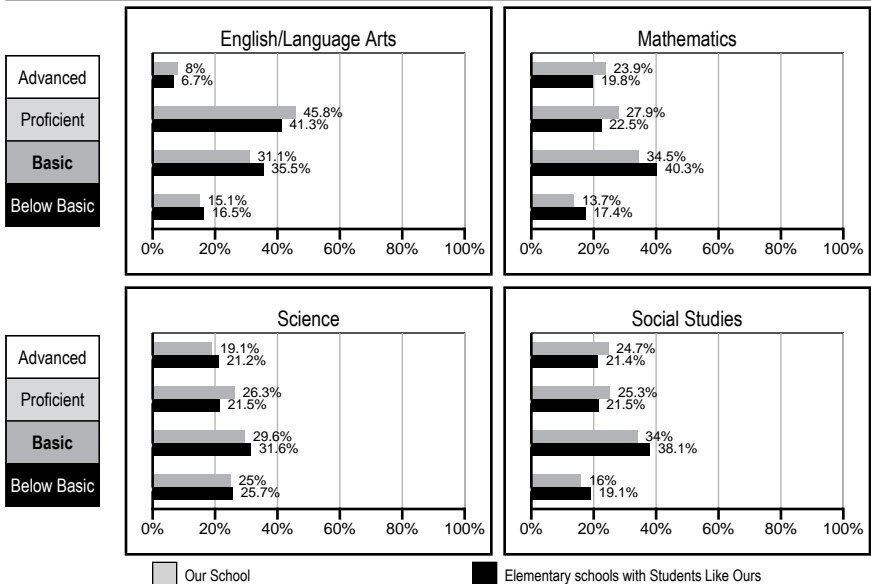
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	22	58	4	0

* 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=583)				
First graders who attended full-day kindergarten	98.0%	Up from 89.0%	100.0%	100.0%
Retention rate	2.4%	Up from 1.5%	2.2%	2.3%
Attendance rate	96.6%	No Change	96.4%	96.3%
Eligible for gifted and talented	21.6%	Up from 18.2%	13.2%	10.4%
With disabilities other than speech	7.0%	Up from 6.8%	7.3%	7.5%
Older than usual for grade	0.7%	Down from 1.0%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	51.4%	Down from 52.8%	55.6%	56.7%
Continuing contract teachers	75.7%	Down from 77.8%	78.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.0%	Down from 81.9%	88.4%	86.4%
Teacher attendance rate	96.1%	Up from 95.0%	94.9%	94.9%
Average teacher salary	\$44,713	Up 5.7%	\$45,891	\$45,345
Professional development days/teacher	12.3 days	Up from 9.9 days	12.3 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 18.4 to 1	19.2 to 1	18.5 to 1
Prime instructional time	90.9%	Up from 90.4%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	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*	\$7,002	Up 21.2%	\$6,406	\$7,052
Percent of expenditures for instruction*	67.7%	Up from 67.2%	69.6%	69.1%
Percent of expenditures for teacher salaries*	59.9%	Down from 63.3%	65.4%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The faculty, staff, and community developed a comprehensive strategic plan outlining the goals, objectives, and strategies for our school. Goals focus on academic achievement, a supportive educational environment, technology integration, and parental involvement. Goals were written to address specific school needs and components of the district’s Education Plan. The School Improvement Council and 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, a Carolina First Palmetto’s Finest School, and an Exemplary Writing School. In addition, the school received the Red Carpet Award for exemplary customer service and 2008 Safe Kids School Award for keeping children safe and healthy. Just recently, Mitchell Road was recognized by the SC Department of Education for closing the achievement gap among historically underachieving students.

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 integral programs that benefit all children. Opportunities include tutoring, volunteering in classrooms or the office, mentoring students, serving on PTA or SIC committees, landscaping, etc. There is definitely something for everyone, and parents are always welcome in our school!

Teachers and staff work together to meet the needs of each student. Every child has the opportunity to achieve success related to not only 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
Christi Hunter, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	72	52
Percent satisfied with learning environment	96.0%	93.1%	96.2%
Percent satisfied with social and physical environment	96.0%	94.4%	100.0%
Percent satisfied with school-home relations	100.0%	91.7%	98.0%

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

No Child Left Behind

School Adequate Yearly Progress

YES

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

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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	249	99.6	14.2	30.2	45.7	9.9	65.1	52.4	48.2	Yes	Yes
Gender											
Male	121	99.2	18.5	27.8	42.6	11.1	63	46.1	41.7	N/A	N/A
Female	128	100	10.5	32.3	48.4	8.9	66.9	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	141	100	7.5	28.6	52.6	11.3	72.2	62.3	60	Yes	Yes
African American	70	98.6	19	31.7	41.3	7.9	60.3	31.7	31.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	31	100	37.9	41.4	10.3	10.3	34.5	36.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	33	100	41.9	16.1	22.6	19.4	45.2	20.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	38	100	30.6	30.6	30.6	8.3	50	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	117	100	21.2	35.6	35.6	7.7	52.9	34.3	34	Yes	Yes

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

All Students	249	99.6	12.9	33.2	30.2	23.7	65.1	49.5	45.8	Yes	Yes
Gender											
Male	121	99.2	13.9	26.9	34.3	25	70.4	49.9	45.6	N/A	N/A
Female	128	100	12.1	38.7	26.6	22.6	60.5	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	141	100	6.8	31.6	31.6	30.1	73.7	59.4	59	Yes	Yes
African American	70	98.6	17.5	34.9	31.7	15.9	57.1	27.2	26.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	31	100	34.5	37.9	17.2	10.3	37.9	37.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	33	100	19.4	38.7	22.6	19.4	58.1	20.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	38	100	27.8	33.3	25	13.9	50	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	117	100	19.2	41.3	22.1	17.3	52.9	32.2	31.4	Yes	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	165	100	24.4	28.8	25.6	21.2	46.8	39.3	35.7	96.6	96.5
Gender											
Male	75	100	18.6	21.4	37.1	22.9	60	41.6	37.4	96.3	96.4
Female	90	100	29.1	34.9	16.3	19.8	36	36.9	33.8	96.8	96.6
Racial/Ethnic Group											
White	92	100	10.6	28.2	29.4	31.8	61.2	49.7	49.2	96.6	96.4
African American	49	100	29.8	38.3	21.3	10.6	31.9	18.2	17	96.7	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	97	97.7
Hispanic	21	100	71.4	9.5	14.3	4.8	19	23.7	24.9	95.9	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	99.4	95.3
Disability Status											
Disabled	20	100	31.6	26.3	10.5	31.6	42.1	16.3	14	95.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	25	100	52	20	24	4	28	22.6	24.4	96.3	97.2
Socio-Economic Status											
Subsided meals	77	100	44.3	22.9	22.9	10	32.9	21.3	21.1	96	95.8
Social Studies											
All Students	169	99.4	14.7	34	27.6	23.7	51.3	38.1	34	96.6	96.5
Gender											
Male	89	98.9	7.7	30.8	30.8	30.8	61.5	41	36.6	96.3	96.4
Female	80	100	21.8	37.2	24.4	16.7	41	35	31.3	96.8	96.6
Racial/Ethnic Group											
White	92	100	11.5	34.5	26.4	27.6	54	46.1	44.5	96.6	96.4
African American	49	98	16.3	32.6	30.2	20.9	51.2	20.5	19.1	96.7	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	97	97.7
Hispanic	22	100	30	30	30	10	40	27.7	27.5	95.9	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	99.4	95.3
Disability Status											
Disabled	27	100	20	48	20	12	32	17.1	14.4	95.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	27	100	28	32	24	16	40	27.6	27.3	96.3	97.2
Socio-Economic Status											
Subsided meals	86	100	22.1	37.7	26	14.3	40.3	22.8	21	96	95.8

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

Abbreviations for Missing Data

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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	83	100	11.3	38	46.5	4.2	50.7
	4	81	100	6.6	32.9	50	10.5	60.5
	5	92	100	16.5	47.1	32.9	3.5	36.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	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
2008	3	82	98.8	6.8	12.3	60.3	20.5	80.8
	4	85	100	20	32.5	43.8	3.8	47.5
	5	82	100	15.2	44.3	34.2	6.3	40.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	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
Mathematics								
2007	3	83	100	12.7	53.5	21.1	12.7	33.8
	4	81	100	9.2	35.5	26.3	28.9	55.3
	5	92	100	20	45.9	22.4	11.8	34.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	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
2008	3	82	98.8	9.6	24.7	32.9	32.9	65.8
	4	85	100	15	35	28.8	21.3	50
	5	82	100	13.9	39.2	29.1	17.7	46.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	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
Science								
2007	3	42	100	25.7	51.4	14.3	8.6	22.9
	4	81	100	21.9	32.9	21.9	23.3	45.2
	5	48	100	42.9	33.3	14.3	9.5	23.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	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
2008	3	40	100	15.8	31.6	39.5	13.2	52.6
	4	85	100	28.8	31.3	23.8	16.3	40
	5	40	100	23.7	21.1	15.8	39.5	55.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	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
Social Studies								
2007	3	43	100	0	45.7	34.3	20	54.3
	4	81	100	17.8	30.1	27.4	24.7	52.1
	5	47	100	20	45	15	20	35
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	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
2008	3	42	97.6	0	34.3	40	25.7	65.7
	4	85	100	12.5	35	25	27.5	52.5
	5	42	100	31.7	31.7	22	14.6	36.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	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

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