

MITCHELL ROAD ELEMENTARY

4124 East North Street
Greenville, SC 29615

Grades	PK-5 Elementary School	
Enrollment	586 Students	
Principal	Nerissa Lewis	864-355-6700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Average
2009	Good	Average
2008	Average	Below Average
2007	Good	Below Average

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

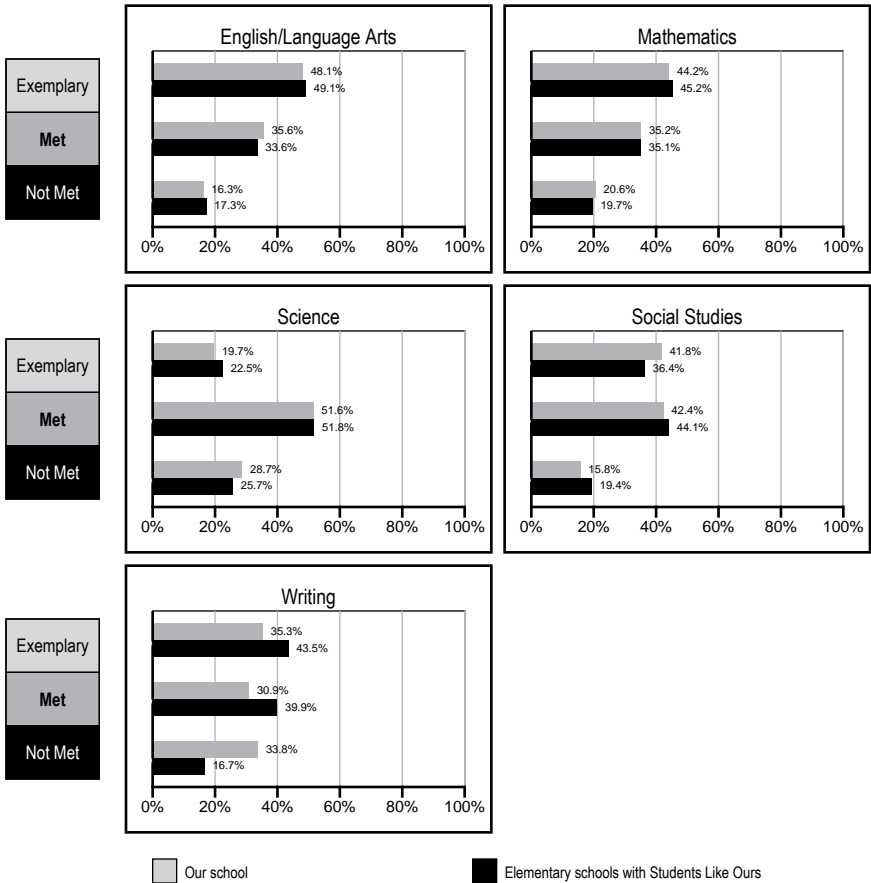
94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	46	15	0	0

* 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=586)				
First graders who attended full-day kindergarten	74.4%	Down from 95.2%	100.0%	100.0%
Retention rate	1.3%	Down from 1.5%	0.8%	1.1%
Attendance rate	96.7%	Up from 96.5%	96.2%	96.2%
Served by gifted and talented program	19.6%	Up from 19.3%	19.6%	13.4%
With disabilities other than speech	5.4%	Down from 7.6%	3.7%	4.1%
Older than usual for grade	0.5%	Up from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	62.9%	Down from 70.3%	64.7%	62.5%
Continuing contract teachers	94.3%	Up from 89.2%	91.3%	88.2%
Teachers returning from previous year	94.9%	Up from 93.8%	89.6%	87.8%
Teacher attendance rate	93.5%	Down from 96.2%	95.3%	95.2%
Average teacher salary*	\$48,930	Up 0.7%	\$47,826	\$46,773
Professional development days/teacher	8.1 days	Down from 8.5 days	10.9 days	10.5 days
School				
Principal's years at school	6.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 17.2 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.3%	Down from 92.8%	90.4%	90.4%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,877	Down 0.1%	\$7,021	\$7,447
Percent of expenditures for instruction**	67.2%	Down from 68.3%	68.8%	68.4%
Percent of expenditures for teacher salaries**	66.3%	Up from 66.0%	66.6%	65.8%

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

** Prior year audited financial data are reported.

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. 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 success.

Teachers and staff work together to meet the needs of every 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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	68	46
Percent satisfied with learning environment	96.2%	89.6%	88.4%
Percent satisfied with social and physical environment	96.2%	88.2%	95.6%
Percent satisfied with school-home relations	100.0%	90.9%	88.9%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 23 out of 23 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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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 = 79.4% (Met or Exemplary)

All Students	258	100	16.7	35.4	47.9	90.4	84.1	82.4	Yes	Yes
Gender										
Male	129	100	20.2	34.5	45.4	84	80.8	78.7	N/A	N/A
Female	129	100	13.2	36.4	50.4	96.7	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	122	100	12.9	27.6	59.5	94.8	89.7	88.9	Yes	Yes
African American	76	100	20.5	50.7	28.8	86.3	72.2	72.9	Yes	Yes
Asian/Pacific Islander	19	100	6.7	33.3	60	100	93.3	93	I/S	I/S
Hispanic	40	100	25.7	31.4	42.9	80	79.2	79.3	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	41	100	56.4	23.1	20.5	64.1	48.6	48.1	I/S	Yes
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	46	100	21.1	26.3	52.6	84.2	79.3	78.3	I/S	Yes
Socio-Economic Status										
Subsidized meals	134	100	23.6	35	41.5	83.7	75.7	75.4	Yes	Yes

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

All Students	258	100	20.4	36.3	43.3	86.7	84.4	81.9	Yes	Yes
Gender										
Male	129	100	21.8	32.8	45.4	84.9	82.9	79.9	N/A	N/A
Female	129	100	19	39.7	41.3	88.4	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	122	100	10.3	36.2	53.4	94.8	89.4	88.9	Yes	Yes
African American	76	100	32.9	38.4	28.8	75.3	72	71.4	Yes	Yes
Asian/Pacific Islander	19	100	13.3	20	66.7	100	95.6	94.6	I/S	I/S
Hispanic	40	100	31.4	37.1	31.4	77.1	82.7	81.1	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	41	100	46.2	43.6	10.3	61.5	47.1	47.3	I/S	Yes
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	46	100	23.7	36.8	39.5	81.6	83.6	81.4	I/S	Yes
Socio-Economic Status										
Subsidized meals	134	100	27.6	39.8	32.5	79.7	76.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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	174	100	27.4	53	19.5	72.6	71.6	68.6
Gender								
Male	82	100	26.3	55.3	18.4	73.7	71.4	68.3
Female	92	100	28.4	51.1	20.5	71.6	71.9	68.9
Racial/Ethnic Group								
White	74	100	15.5	56.3	28.2	84.5	81	80.7
African American	54	100	52.9	39.2	7.8	47.1	52.3	51.4
Asian/Pacific Islander	17	100	6.7	60	33.3	93.3	85.1	85.3
Hispanic	28	100	23.1	65.4	11.5	76.9	61.4	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	31	100	62.1	27.6	10.3	37.9	34.8	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	32	100	24.1	65.5	10.3	75.9	61.8	60.7
Socio-Economic Status								
Subsidized meals	89	100	42.7	43.9	13.4	57.3	58.4	57.3

Social Studies								
All Students	172	99.4	16	43.2	40.7	84	76.1	72.5
Gender								
Male	91	100	16.5	37.6	45.9	83.5	75.9	72
Female	81	98.8	15.6	49.4	35.1	84.4	76.2	73.1
Racial/Ethnic Group								
White	85	98.8	13.8	33.8	52.5	86.3	82.8	81
African American	47	100	15.2	58.7	26.1	84.8	61.5	60
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	88.5	89
Hispanic	28	100	28	44	28	72	69.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	25	100	41.7	41.7	16.7	58.3	41.9	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	33	100	17.2	48.3	34.5	82.8	70.5	69.7
Socio-Economic Status								
Subsidized meals	88	100	22	47.6	30.5	78	65.2	62.9

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	75	96	32.8	31.3	35.8	67.2	76	73.2	96.7	96.4
Gender										
Male	35	100	40.6	18.8	40.6	59.4	70.2	67.2	96.7	96.3
Female	40	92.5	25.7	42.9	31.4	74.3	82.1	79.4	96.8	96.4
Racial/Ethnic Group										
White	37	100	14.3	28.6	57.1	85.7	83.1	81.5	96.7	96.2
African American	24	95.8	52.2	34.8	13	47.8	62.2	61.3	96.9	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.3	87	97.8	97.6
Hispanic	11	100	I/S	I/S	I/S	I/S	64.3	66.7	95.9	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	99.8	95.8
Disability Status										
Disabled	11	90.9	I/S	I/S	I/S	I/S	26.5	26	96.1	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	65.3	65.7	97.1	97.2
Socio-Economic Status										
Subsidized meals	38	97.4	46.9	31.3	21.9	53.1	63.7	63.2	96.5	95.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	89	100	10.6	27.1	62.4	89.4
	4	91	100	14.1	40	45.9	85.9
	5	77	100	27.5	39.1	33.3	72.5
	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
Mathematics							
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
2011	3	89	100	17.6	24.7	57.6	82.4
	4	91	100	20	41.2	38.8	80
	5	77	100	24.6	43.5	31.9	75.4
	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
Science							
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
2011	3	46	100	27.3	38.6	34.1	72.7
	4	89	100	19	65.5	15.5	81
	5	38	100	48.6	40	11.4	51.4
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	43	97.7	14.3	33.3	52.4	85.7
	4	90	100	12.9	49.4	37.6	87.1
	5	39	100	25.7	40	34.3	74.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	75	96	32.8	31.3	35.8	67.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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