

MITCHELL SCHOOL DISTRICT 17-2

District Report Card

for Grades K-12

Mitchell, South Dakota

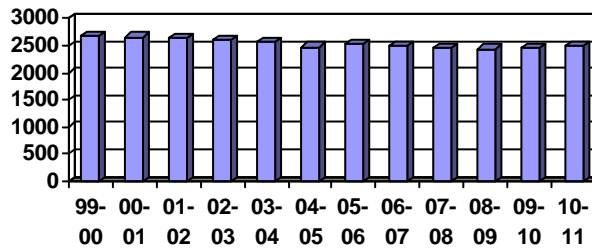
Published Fall, 2011

DEMOGRAPHICS OF OUR SCHOOL DISTRICT

NUMBER OF STUDENTS ENROLLED, K-12

ENROLLMENT NUMBERS

1999-2000	2676
2000-01	2660
2001-02	2630
2002-03	2594
2003-04	2566
2004-05	2470
2005-06	2517
2006-07	2502
2007-08	2465
2008-09	2433
2009-10	2465
2010-11	2482



SOCIO-ECONOMIC STATUS OF STUDENTS

2010-11

Building	% of Students Eligible for Free and Reduced Lunches				
	06-07	07-08	08-09	09-10	10-11
Elementary.....	44%	42%	46%	46%	46%
Middle School.....	35%	34%	30%	34%	40%
Senior High*.....	21%	20%	28%	25%	25%

*A lower rate of free and reduced lunch eligibility at the Senior High is due, in part, to the availability of open lunch at that level.

2010-11 STUDENTS BY BUILDING

262	Longfellow Elementary School
410	Gertie Belle Rogers Elementary School
454	L.B. Williams Elementary School
31	Rockport Colony School
20	Rosedale Colony School
556	Mitchell Middle School
749	Mitchell Senior High School
2482	Total

STUDENT ATTENDANCE RATE

ATTENDANCE CENTER	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Elementary	96.2%	96.3%	96.7%	96.1%	96.4%	95.7%	96.1%
Middle School	96.2%	96.5%	97.0%	95.5%	95.6%	95.5%	95.4%
Senior High	95.2%	95.3%	95.0%	94.7%	96.1%	94.4%	94.8%

ETHNIC MAKE-UP

ETHNICITY	2006-07	2007-08	2008-09	2009-10	2010-11
American Indian	135 = 5.4%	131=5.3%	153 = 6.3%	175 = 7.1%	136=5.5%
Asian or Pacific Islander	20 = 0.8%	22=0.9%	15 = 0.6%	25 = 1.0%	29= 1.2%
Hispanic	70 = 2.8%	69=2.8%	63 = 2.6%	67 = 2.7%	77= 3.1%
Black, Not Hispanic Origin	24 = 1.0%	17=0.7%	20 = 0.8%	27 = 1.1%	26= 1.0%
Two or more races	NA	NA	NA	NA	11= 0.4%
White, Not Hispanic Origin	2253 = 90.0%	2226=90.3%	2182 = 89.7%	2171 = 88.1%	2203= 88.8%
Total	2502 = 100%	2465=100%	2433 = 100%	2465 = 100%	2482= 100%

SPECIAL EDUCATION ENROLLMENT

Students Served in Special Education: 2010-11

DISABILITY CATEGORY	NUMBER OF STUDENTS	PERCENTAGE OF TOTAL STUDENTS*
Deafness and Blindness	0	0.0%
Emotional Disability	14	0.6%
Cognitive Disability	32	1.3%
Hearing Impairments	0	0.0%
Specific Learning Disabled	86	3.5%
Multiple Disabilities	9	0.4%
Orthopedic Impairments	0	0.0%
Visually Impaired	0	0.0%
Deafness	1	0.0%
Speech/Language Impairments	130	5.2%
Other Health Impaired	38	1.5%
Autism	24	1.0%
Traumatic Brain Injury	3	0.1%
Developmental Delay-Preschool	37	1.5%
Total	374	15.1%

Percentage is rounded to the nearest tenth.

* Percentages based on December 1, 2010 Childcount numbers.

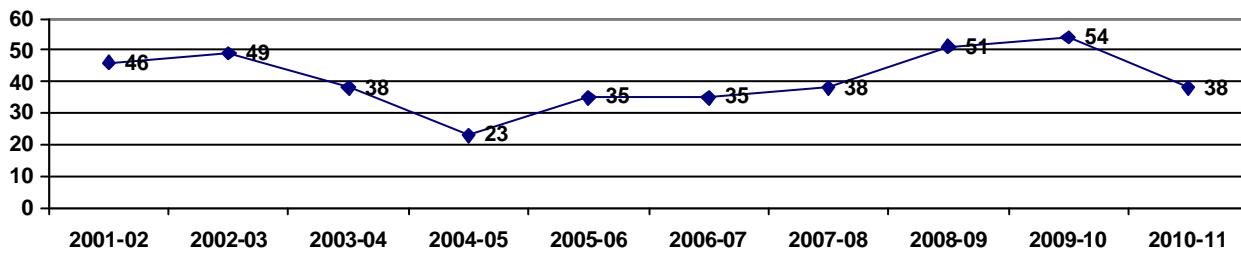
FIVE YEAR TOTALS FOR SPECIAL EDUCATION

	2006-07	2007-08	2008-09	2009-10	2010-11
Number of Special Education Students	374	347	371	365	374
Percent of Total Population	14.9%	14.1%	15.2%	14.9%	15.1%
All K-12 Students	2502	2465	2433	2450	2482

OPEN ENROLLMENT

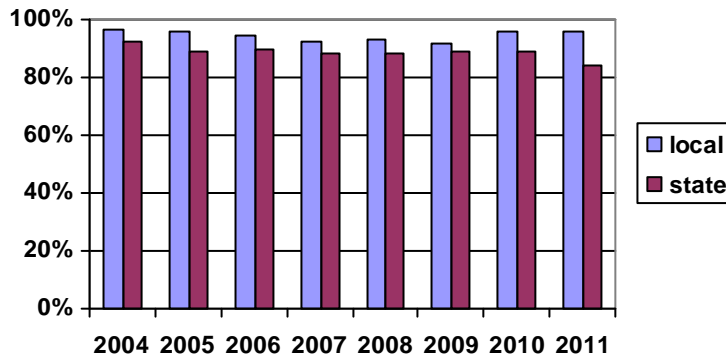
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Coming to Mitchell (In)	52	56	71	64	81	83	84	81	88	81
Leaving Mitchell (Out)	57	61	77	63	89	78	81	66	68	66
Difference	-5	-5	-5	+1	-8	+5	+3	+15	+20	+15

HOME SCHOOLERS/PUBLIC SCHOOL EXEMPTIONS



GRADUATION RATE

	LOCAL	STATE
2004	96.3%	92.3%
2005	96.2%	89.1%
2006	94.7%	89.5%
2007	92.7%	88.3%
2008	92.9%	88.4%
2009	91.8%	89.2%
2010	96.1%	89.2%
2011	94.1%	83.9%



*In 2011, new, more stringent federal definitions were enacted which lowered graduation votes for schools and states alike.

2010-11 ENGLISH-AS-A-SECOND-LANGUAGE STUDENTS

GRADE	HUTTERISCHE	SPANISH	JAPANESE	CAMBODIAN
Kindergarten	4	0	0	0
First Grade	7	0	0	0
Second Grade	4	0	1	1
Third Grade	6	2	0	0
Fourth Grade	5	1	0	0
Fifth Grade	4	1	1	0
Sixth Grade	0	0	0	0
Seventh Grade	0	1	0	1
Eighth Grade	0	0	0	0
Ninth Grade	0	0	0	0
Tenth Grade	0	0	0	0
Eleventh Grade	0	1	0	0
Twelfth Grade	0	0	0	0
Total	30	6	2	2

STUDENT ACHIEVEMENT OF OUR SCHOOL DISTRICT

STEP Results

Each spring, the students of the Mitchell School District in grades 3-8 and 11 sit for the state STEP examinations. The results of these exams are reported here, with the percentage equaling the proportion of the student body considered proficient or advanced in that content area. These results are used in decisions about individual student needs and overall curriculum and instructional programming. They also determine whether or not individual schools and districts are 'on alert' or even in 'school improvement.'

School Alert Status

School	School AYP Determination
Rockport Colony School	Met AYP
Rosedale Colony School	Met AYP
Gertie Belle Rogers Elementary School	Met AYP*
L.B. Williams Elementary School	Met AYP*
Longfellow Elementary School	Met AYP
Mitchell Middle School	Met AYP
Mitchell Senior High School	Met AYP

*These schools have been declared "Distinguished Schools" by the state of South Dakota.

School Summary of Reading and Math Proficient and Advanced Percentages

Gertie Belle Rogers

	Reading	(State Average)	Math	(State Average)
2003	75%	(71)	73%	(59)
2004	88%	(77)	86%	(71)
2005	88%	(82)	86%	(74)
2006	91%	(83)	91%	(73)
2007	94%	(83)	86%	(75)
2008	95%	(84)	90%	(76)
2009	90%	(75)	92%	(75)
2010	86%	(76)	89%	(76)
2011	89%	(75)	92%	(77)

L.B. Williams

	Reading	(State Average)	Math (State	Average)
2003	67%	(71)	72%	(59)
2004	80%	(77)	85%	(71)
2005	91%	(82)	79%	(74)
2006	89%	(83)	83%	(73)
2007	95%	(83)	86%	(75)
2008	95%	(84)	90%	(76)
2009	90%	(75)	85%	(75)
2010	88%	(76)	84%	(76)
2011	88%	(75)	86%	(77)

Longfellow

	Reading	(State Average)	Math (State	Average)
2003	61%	(71)	63%	(59)
2004	86%	(77)	75%	(71)
2005	82%	(82)	77%	(74)
2006	89%	(83)	82%	(73)
2007	90%	(83)	85%	(75)
2008	90%	(84)	77%	(76)
2009	82%	(75)	72%	(75)
2010	81%	(76)	81%	(76)
2011	73%	(75)	77%	(77)

Rockport K-8

	Reading	(State Average)	Math (State	Average)
2003	72%	(71)	79%	(59)
2004	84%	(77)	89%	(71)
2005	89%	(82)	77%	(74)
2006	90%	(83)	85%	(73)
2007	95%	(83)	90%	(75)
2008	94%	(84)	100%	(76)
2009	85%	(75)	80%	(75)
2010	67%	(76)	78%	(76)
2011	75%	(75)	90%	(77)

Rosedale K-8

	Reading	(State Average)	Math (State	Average)
2003	86%	(71)	100%	(59)
2004	100%	(77)	100%	(71)
2005	100%	(82)	100%	(74)
2006	100%	(83)	100%	(73)
2007	100%	(83)	100%	(75)
2008	100%	(84)	100%	(76)
2009	89%	(75)	95%	(75)
2010	87%	(76)	100%	(76)
2011	58%	(75)	100%	(77)

Middle School

	Reading	(State Average)	Math (State	Average)
2003	78%	(76)	55%	(50)
2004	78%	(76)	71%	(66)
2005	85%	(81)	81%	(70)
2006	85%	(74)	79%	(60)
2007	88%	(82)	85%	(74)
2008	90%	(83)	87%	(76)
2009	88%	(75)	89%	(75)
2010	83%	(76)	89%	(76)
2011	84%	(75)	90%	(77)

Senior High

	Reading	(State Average)	Math (State	Average)
2003	64%	(58)	78%	(71)
2004	74%	(73)	71%	(73)
2005	80%	(74)	85%	(75)
2006	77%	(73)	74%	(65)
2007	76%	(70)	69%	(65)
2008	77%	(69)	72%	(66)
2009	73%	(70)	76%	(66)
2010	67%	(70)	73%	(68)
2011	72%	(68)	73%	(67)

Conclusions:

1. All Mitchell schools met and significantly exceeded their reading and math goals for their overall student bodies.
2. In both math and reading, typically more Mitchell students were proficient and advanced than for the state.
3. Mitchell attendance centers exceeded state goals at every level.
4. Mitchell graduation rates exceeded state goals and state averages. In 2011, a more stringent federal definition for graduation rates was implemented. Even so Mitchell graduation rates stayed in the mid-90's, almost unchanged from the previous year.

Mitchell School District

Mitchell 17-2, 2011		ASSESSMENT				ACCOUNTABILITY							
Reading	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % P&A 3-8,11	Grades 3 - 5 AMO=69		Grades 6 - 8 AMO=69		Grades 9 - 12 AMO=62		
	%	%	%	%			%P&A	AYP 3 - 5	%P&A	AYP 6 - 8	%P&A	AYP 9-12	
All Students	33	49	17	1	99.53	82	84	Y	83	Y	71	Y	
White(Not Hispanic)	35	49	15	1	99.48	84	87	Y	86	Y	72	Y	
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	
Asian	36	27	36	1	100	63	*	*	*	*	*	*	
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	
Native American	3	49	48	0	100	52	65	Y	36	Y	*	*	
Hispanic	18	58	21	3	100	76	73	Y	92	Y	*	*	
Two or more races	*	*	*	*	*	*	*	*	*	*	45	Y	
Economically Disadvantaged	23	48	28	1	99.54	71	77	Y	69	Y	*	*	
Limited English Proficient	13	26	61	0	100	39	45	Y	*	*	*	*	
Students with Disabilities	8	34	54	4	100	42	56	Y	31	Y	7	Y	
DSTEP w/accommodations	7	31	62	0									
DSTEP w/o accommodations	15	35	45	5									
DSTEP Alternate	7	31	62	0									
Gender Male	33	45	21	1	99.24	78	82		81		64		
Gender Female	33	53	14	0	99.84	86	88		85		81		
Migrant	*	*	*	*	*	*	*		*		*		

Mitchell 17-2, 2011		ASSESSMENT				ACCOUNTABILITY							
Mathematics	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % P&A 3-8,11	Grades 3 - 5 AMO=72		Grades 6 - 8 AMO=72		Grades 9 - 12 AMO=63		
	%	%	%	%			%P&A	AYP 3 - 5	%P&A	AYP 6 - 8	%P&A	AYP 9-12	
All Students	32	54	14	0	99.53	86	87	Y	90	Y	73	Y	
White(Not Hispanic)	34	54	11	1	99.48	88	89	Y	92	Y	75	Y	
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	
Asian	55	27	18	0	100	82	*	*	*	*	*	*	
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	
Native American	0	55	45	0	100	55	69	Y	65	Y	*	*	
Hispanic	15	48	36	0	99.91	63	61	Y	77	Y	*	*	
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	
Economically Disadvantaged	17	61	21	1	99.54	78	83	Y	81	Y	42	Y	
Limited English Proficient	9	61	30	0	100	70	75	Y	*	*	*	*	
Students with Disabilities	5	40	50	5	100	45	56	Y	43	Y	73	Y	
DSTEP w/accommodations	5	41	53	1									
DSTEP w/o accommodations	5	40	55	0									
DSTEP Alternate	8	31	23	38									
Gender Male	33	52	15	0	99.24	85	86		89		66		
Gender Female	31	57	12	0	99.84	88	87		91		81		
Migrant	*	*	*	*	*	*	*		*		*		

District Improvement Status	Reading Math	Met AYP Met AYP	Graduation Rate	93.53%	Attendance Rate	95.77%
Teachers with Emergency or Provisional Credentials	0.00%	% Classes not taught by Highly Qualified Teachers	0.00%	Districtwide, Classes Not Taught by Highly Qualified Teachers Disaggregated by Poverty Quartile	Highest Quartile of Poverty Schools: 0%	Lowest Quartile of Poverty Schools: 0%

Mitchell 17-2, 2011		ASSESSMENT				Participation Rate %
Science	Advanced	Proficient	Basic	Below Basic		
	%	%	%	%		
All Students	9	63	23	5	99.82	
White (not Hispanic)	10	65	20	5	99.81	
Black or African American	*	*	*	*	*	
Asian	*	*	*	*	*	
Pacific Islander	*	*	*	*	*	
Native American	0	56	44	0	100	
Hispanic	0	20	60	20	100	
Two or more races	*	*	*	*	*	
Economically Disadvantaged	3	51	35	11	100	
Limited English Proficient	*	*	*	*	*	
Students with Disabilities	0	28	45	27	100	
DSTEP w/accommodations	0	37	50	13		
DSTEP w/o accommodations	0	17	50	33		
DSTEP Alternate	*	*	*	*		
Gender Male	11	62	22	5	99.65	
Gender Female	7	65	24	4	100	
Migrant	*	*	*	*	*	

Schools in Improvement Status: None

Y - Met AYP, N - Did Not Meet AYP
* group does not meet minimum population size

%P&A = Percent Proficient and Advanced
AMO = Annual Measurable Objective

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Gertie Belle Rogers

G.B. Rogers, 2011		ASSESSMENT				ACCOUNTABILITY		
Reading		Advanced	Proficient	Basic	Below	Participation Rate %	Total % Proficient & Advanced	AMO= 69%
		%	%	%	%			AYP Status Y/N
All Students		47	42	11	0	100	89	Y
White (not Hispanic)		50	42	8	0	100	92	Y
Black (not Hispanic)		*	*	*	*	*	*	*
Asian		*	*	*	*	*	*	*
Native American		*	*	*	*	*	*	*
Hispanic		*	*	*	*	*	*	*
Economically Disadvantaged		30	49	21	0	100	79	Y
Limited English Proficient		*	*	*	*	*	*	*
Students with Disabilities		9	45	46	0	100	54	Y
Gender								
Male		49	38	13	0	100	87	
Female		45	47	8	0	100	92	
Migrant		*	*	*	*	*	*	

G.B. Rogers, 2011		ASSESSMENT				ACCOUNTABILITY		
Mathematics		Advanced	Proficient	Basic	Below	Participation Rate %	Total % Proficient & Advanced	AMO= 72%
		%	%	%	%			AYP Status Y/N
All Students		49	43	8	0	100	92	Y
White (not Hispanic)		52	41	7	0	100	93	Y
Black (not Hispanic)		*	*	*	*	*	*	*
Asian		*	*	*	*	*	*	*
Native American		*	*	*	*	*	*	*
Hispanic		*	*	*	*	*	*	*
Economically Disadvantaged		26	62	11	0	100	89	Y
Limited English Proficient		*	*	*	*	*	*	*
Students with Disabilities		14	45	41	0	100	59	Y
Gender								
Male		54	34	12	0	100	88	
Female		43	54	3	0	100	97	
Migrant		*	*	*	*	*	*	

Improvement Status	Reading	Met AYP	Other Academic Indicator (Graduation or Attendance Rate)	96.01%
	Math			
Teachers with Emergency or Provisional Credentials	0.00%	% Classes not taught by Highly Qualified	0.00%	

G.B. Rogers, 2011		ASSESSMENT				Participation Rate %
Science		Advanced	Proficient	Basic	Below	
		%	%	%	%	
All Students		10	72	16	2	100
White (not Hispanic)		12	73	12	2	100
Black (not Hispanic)		*	*	*	*	*
Asian		*	*	*	*	*
Native American		*	*	*	*	*
Hispanic		*	*	*	*	*
Economically Disadvantaged		76	19	5	11	100
Limited English Proficient		*	*	*	*	*
Students with Disabilities		*	*	*	*	*
Gender						
Male		14	68	18	0	100
Female		7	77	13	3	100
Migrant		*	*	*	*	*

Y - Met AYP, N - Did Not Meet AYP
 * group does not meet minimum population size
 AMO = Annual Measurable Objective

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LB Williams

LBW SCHOOL 2011		ASSESSMENT				ACCOUNTABILITY		
Reading		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO=xx
		%	%	%	%			AYP Status Y/N
All Students		39	48	12	0	99	88	Y
White (not Hispanic)		43	47	10	0	99	90	Y
Black or African American		*	*	*	*	*	*	*
Asian		*	*	*	*	*	*	*
Pacific Islander		*	*	*	*	*	*	*
Native American		*	*	*	*	*	*	*
Hispanic		*	*	*	*	*	*	*
Two or more races		*	*	*	*	*	*	*
Economically Disadvantaged		27	58	15	0	100	86	Y
Limited English Proficient		*	*	*	*	*	*	*
Students with Disabilities		17	33	50	0	100	50	Y
Gender Male		34	50	12	1	100	83	Y
Female		45	48	7	0	100	94	Y
Migrant		*	*	*	*	*	*	*
LBW SCHOOL 2011		ASSESSMENT				ACCOUNTABILITY		
Mathematics		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO=xx
		%	%	%	%			AYP Status Y/N
All Students		30	57	10	0	99	86	Y
White (not Hispanic)		32	56	11	0	99	88	Y
Black or African American		*	*	*	*	*	*	*
Asian		*	*	*	*	*	*	*
Pacific Islander		*	*	*	*	*	*	*
Native American		*	*	*	*	*	*	*
Hispanic		*	*	*	*	*	*	*
Two or more races		*	*	*	*	*	*	*
Economically Disadvantaged		14	68	18	0	100	81	Y
Limited English Proficient		*	*	*	*	*	*	*
Students with Disabilities		58	42	0	0	100	58	Y
Gender Male		26	56	17	0	100	81	Y
Female		34	57	9	0	100	91	Y
Migrant		*	*	*	*	*	*	*
Improvement Status		Reading Math		Met AYP Met AYP		Other Academic Indicator (Graduation or Attendance Rate)		96%
Teachers with Emergency or Provisional Credentials		0.00%		% Classes not taught by Highly Qualified Teachers		0.00%		
LBW SCHOOL 2011		ASSESSMENT				Participation Rate %		
Science		Advanced	Proficient	Basic	Below Basic			
		%	%	%	%			
All Students		24	52	22	0	100		
White (not Hispanic)		28	55	16	2	100		
Black or African American		*	*	*	*	*		
Asian		*	*	*	*	*		
Pacific Islander		*	*	*	*	*		
Native American		*	*	*	*	*		
Hispanic		*	*	*	*	*		
Two or more races		*	*	*	*	*		
Economically Disadvantaged		14	45	36	5	100		
Limited English Proficient		*	*	*	*	*		
Students with Disabilities		*	*	*	*	*		
Gender Male		25	45	28	2	100		
Female		22	63	15	0	100		
Migrant		*	*	*	*	*		

Y - Met AYP, N - Did Not Meet AYP
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Longfellow

Longfellow, 2011		ASSESSMENT				ACCOUNTABILITY		
Reading		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 69%
		%	%	%	%			AYP Status Y/N
All Students		23	52	25	0	100	75	Y
White (not Hispanic)		29	48	22	1	100	77	Y
Black (not Hispanic)		*	*	*	*	*	*	*
Asian		*	*	*	*	*	*	*
Native American		*	*	*	*	*	*	*
Hispanic		*	*	*	*	*	*	*
Economically Disadvantaged		15	54	31	0	100	69	Y
Limited English Proficient		*	*	*	*	*	*	*
Students with Disabilities		*	*	*	*	*	*	*
Gender								
Male		18	52	30	0	100	70	
Female		27	52	21	0	100	79	
Migrant		*	*	*	*	*	*	

Longfellow, 2011		ASSESSMENT				ACCOUNTABILITY		
Mathematics		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 72%
		%	%	%	%			AYP Status Y/N
All Students		27	52	20	1	100	79	Y
White (not Hispanic)		32	52	15	1	100	84	Y
Black (not Hispanic)		*	*	*	*	*	*	*
Asian		*	*	*	*	*	*	*
Native American		*	*	*	*	*	*	*
Hispanic		*	*	*	*	*	*	*
Economically Disadvantaged		11	65	24	0	100	76	Y
Limited English Proficient		*	*	*	*	*	*	*
Students with Disabilities		*	*	*	*	*	*	*
Gender								
Male		28	60	12	0	100	88	
Female		25	45	30	0	100	70	
Migrant		*	*	*	*	*	*	

Improvement Status	Reading	Met AYP	Other Academic Indicator (Graduation or Attendance Rate)	93.78%
	Math			

Teachers with Emergency or Provisional Credentials	NA	% Classes not taught by Highly Qualified Teachers	0.00%
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Longfellow, 2011		ASSESSMENT				Participation Rate %
Science		Advanced	Proficient	Basic	Below Basic	
		%	%	%	%	
All Students		2	63	22	13	100
White (not Hispanic)		3	71	18	8	100
Black (not Hispanic)		*	*	*	*	*
Asian		*	*	*	*	*
Native American		*	*	*	*	*
Hispanic		*	*	*	*	*
Economically Disadvantaged		1	52	30	17	100
Limited English Proficient		*	*	*	*	*
Students with Disabilities		*	*	*	*	*
Gender						
Male		7	67	13	13	100
Female		0	61	26	13	100
Migrant		*	*	*	*	*

Y - Met AYP, N - Did Not Meet AYP
 * group does not meet minimum population size
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Rockport K-8

Rockport, 2011		ASSESSMENT				ACCOUNTABILITY		
Reading	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 69%	
	%	%	%	%			AYP Status Y/N	
All Students	21	53	26	0	100	74	Y	
White (not Hispanic)	21	53	26	0	100	74	Y	
Black (not Hispanic)	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	
Native American	*	*	*	*	*	*	*	
Hispanic	*	*	*	*	*	*	*	
Economically Disadvantaged	21	53	26	0	100	74	Y	
Limited English Proficient	*	*	*	*	*	*	*	
Students with Disabilities	*	*	*	*	*	*	*	
Gender								
Male	0	60	40	0	100	60		
Female	*	*	*	0	*	*		
Migrant	*	*	*	*	*	*		

Rockport, 2011		ASSESSMENT				ACCOUNTABILITY		
Mathematics	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 72%	
	%	%	%	%			AYP Status Y/N	
All Students	5	84	11	0	100	89	Y	
White (not Hispanic)	5	84	11	0	100	89	Y	
Black (not Hispanic)	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	
Native American	*	*	*	*	*	*	*	
Hispanic	*	*	*	*	*	*	*	
Economically Disadvantaged	5	84	11	0	100	89	Y	
Limited English Proficient	*	*	*	*	*	*	*	
Students with Disabilities	*	*	*	*	*	*	*	
Gender								
Male	0	90	10	0	100	90		
Female	*	*	*	*	*	*		
Migrant	*	*	*	*	*	*		

Improvement Status	Reading	Met AYP	Other Academic Indicator (Graduation or Attendance Rate)	98.74%
	Math			

Teachers with Emergency or Provisional Credentials	NA	% Classes not taught by Highly Qualified Teachers	0.00%
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Rockport, 2011		ASSESSMENT				Participation Rate %
Science	Advanced	Proficient	Basic	Below Basic		
	%	%	%	%		
All Students	*	*	*	*	*	
White (not Hispanic)	*	*	*	*	*	
Black (not Hispanic)	*	*	*	*	*	
Asian	*	*	*	*	*	
Native American	*	*	*	*	*	
Hispanic	*	*	*	*	*	
Economically Disadvantaged	*	*	*	*	*	
Limited English Proficient	*	*	*	*	*	
Students with Disabilities	*	*	*	*	*	
Gender						
Male	*	*	*	*	*	
Female	*	*	*	*	*	
Migrant	*	*	*	*	*	

Y - Met AYP, N - Did Not Meet AYP
 * group does not meet minimum population size
 AMO = Annual Measurable Objective

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Rosedale K-8

Rosedale, 2011		ASSESSMENT				ACCOUNTABILITY		
Reading	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 69%	
	%	%	%	%			AYP Status Y/N	
All Students	8	50	42	0	100	58	N	
White (not Hispanic)	8	50	42	0	100	58	N	
Black (not Hispanic)	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	
Native American	*	*	*	*	*	*	*	
Hispanic	*	*	*	*	*	*	*	
Economically Disadvantaged	8	50	42	0	100	58	N	
Limited English Proficient	*	*	*	*	*	*	*	
Students with Disabilities	*	*	*	*	*	*	*	
Gender Male	*	*	*	*	*	*		
Female	*	*	*	*	*	*		
Migrant	*	*	*	*	*	*		

Rosedale, 2011		ASSESSMENT				ACCOUNTABILITY		
Mathematics	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 72%	
	%	%	%	%			AYP Status Y/N	
All Students	50	50	0	0	100	100	Y	
White (not Hispanic)	50	50	0	0	100	100	Y	
Black (not Hispanic)	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	
Native American	*	*	*	*	*	*	*	
Hispanic	*	*	*	*	*	*	*	
Economically Disadvantaged	50	50	0	0	100	100	Y	
Limited English Proficient	*	*	*	*	*	*	*	
Students with Disabilities	*	*	*	*	*	*	*	
Gender Male	*	*	*	*	*	*		
Female	*	*	*	*	*	*		
Migrant	*	*	*	*	*	*		

Improvement Status	Reading	Met AYP	Other Academic Indicator (Graduation or Attendance Rate)	99.44%
	Math			

Teachers with Emergency or Provisional Credentials	NA	% Classes not taught by Highly Qualified Teachers	0.00%
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Rosedale, 2011		ASSESSMENT				Participation Rate %
Science	Advanced	Proficient	Basic	Below Basic		
	%	%	%	%		
All Students	*	*	*	*	*	
White (not Hispanic)	*	*	*	*	*	
Black (not Hispanic)	*	*	*	*	*	
Asian	*	*	*	*	*	
Native American	*	*	*	*	*	
Hispanic	*	*	*	*	*	
Economically Disadvantaged	*	*	*	*	*	
Limited English Proficient	*	*	*	*	*	
Students with Disabilities	*	*	*	*	*	
Gender Male	*	*	*	*	*	
Female	*	*	*	*	*	
Migrant	*	*	*	*	*	

Y - Met AYP, N - Did Not Meet AYP
 * group does not meet minimum population size
 AMO = Annual Measurable Objective

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Middle School

Middle School 2011		ASSESSMENT				ACCOUNTABILITY		
Reading		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO=69
		%	%	%	%			AYP Status Y/N
All Students		32	51	17	0	99.83	83	Y
White (not Hispanic)		34	52	14	0	99.91	86	Y
Black or African American		*	*	*	*	*	*	*
Asian		*	*	*	*	*	*	*
Pacific Islander		*	*	*	*	*	*	*
Native American		0	36	64	0	100	36	Y
Hispanic		38	54	54	0	100	92	Y
Two or more races		*	*	*	*	*	*	*
Economically Disadvantaged		24	45	31	0	99.45	69	Y
Limited English Proficient		*	*	*	*	*	*	*
Students with Disabilities		7	24	2	0	100	31	Y
Gender								
Male		36	46	18	0	99.61	82	
Female		26	58	16	0	100	84	
Migrant		*	*	*	*	*	*	*
Middle School 2011		ASSESSMENT				ACCOUNTABILITY		
Mathematics		Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO=72
		%	%	%	%			AYP Status Y/N
All Students		33	57	10	0	99.83	90	Y
White (not Hispanic)		35	57	8	0	99.81	92	Y
Black or African American		*	*	*	*	*	*	*
Asian		*	*	*	*	*	*	*
Pacific Islander		*	*	*	*	*	*	*
Native American		4	61	35	0	100	65	Y
Hispanic		23	54	23	0	100	92	Y
Two or more races		*	*	*	*	*	*	*
Economically Disadvantaged		22	59	18	1	99.45	81	Y
Limited English Proficient		*	*	*	*	*	*	*
Students with Disabilities		8	37	52	3	100	45	Y
Gender								
Male		35	54	11	0	99.61	89	
Female		32	60	8	0	100	92	
Migrant		*	*	*	*	*	*	*
Improvement Status		Reading Math	Met AYP Met AYP		Other Academic Indicator (Graduation or Attendance Rate)			95.40%
Teachers with Emergency or Provisional Credentials		0.00%	% Classes not taught by Highly Qualified Teachers		0%			
Middle School 2011		ASSESSMENT				Participation Rate %		
Science		Advanced	Proficient	Basic	Below Basic			
		%	%	%	%			
All Students		5	66	27	2	100		
White (not Hispanic)		5	67	25	3	100		
Black or African American		*	*	*	*	*		
Asian		*	*	*	*	*		
Pacific Islander		*	*	*	*	*		
Native American		*	*	*	*	*		
Hispanic		*	*	*	*	*		
Two or more races		*	*	*	*	*		
Economically Disadvantaged		0	54	38	8	100		
Limited English Proficient		*	*	*	*	*		
Students with Disabilities		0	31	54	15	100		
Gender								
Male		2	74	21	13	99.61		
Female		7	59	32	2	100		
Migrant		*	*	*	*	*		

Y - Met AYP, N - Did Not Meet AYP

* group does not meet minimum population size

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High School

MHS, 2011	ASSESSMENT				ACCOUNTABILITY		
Reading	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 69%
	%	%	%	%			AYP Status Y/N
All Students	25	46	24	4	100	71	Y
White (not Hispanic)	25	47	24	4	100	72	Y
Black (not Hispanic)	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Economically Disadvantaged	11	34	45	11	100	45	Y
Limited English Proficient	*	*	*	*	*	*	*
Students with Disabilities	0	7	60	33	100	7	Y
Gender							
Male	22	42	31	5	100	64	
Female	29	52	16	4	100	81	
Migrant	*	*	*	*	*	*	

MHS, 2011	ASSESSMENT				ACCOUNTABILITY		
Mathematics	Advanced	Proficient	Basic	Below Basic	Participation Rate %	Total % Proficient & Advanced	AMO= 72%
	%	%	%	%			AYP Status Y/N
All Students	19	54	25	2	100	73	Y
White (not Hispanic)	20	55	23	2	100	75	Y
Black (not Hispanic)	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Native American	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Economically Disadvantaged	3	39	50	8	100	42	Y
Limited English Proficient	*	*	*	*	*	*	*
Students with Disabilities	0	0	73	27	100	0	Y
Gender							
Male	18	48	31	3	100	66	
Female	20	61	17	0	100	81	
Migrant	*	*	*	*	*	*	

Improvement Status	Reading	Met AYP	Other Academic Indicator (Graduation or Attendance Rate)	93.53%
	Math	Met AYP		

Teachers with Emergency or Provisional Credentials	NA	% Classes not taught by Highly Qualified Teachers	1.00%
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2	ASSESSMENT				Participation Rate %
Science	Advanced	Proficient	Basic	Below Basic	
	%	%	%	%	
All Students	10	62	21	7	100
White (not Hispanic)	10	62	20	7	100
Black (not Hispanic)	*	*	*	*	*
Asian	*	*	*	*	*
Native American	*	*	*	*	*
Hispanic	*	*	*	*	*
Economically Disadvantaged	5	33	44	18	100
Limited English Proficient	*	*	*	*	*
Students with Disabilities	0	7	40	53	100
Gender					
Male	13	55	24	9	100
Female	6	70	19	5	100
Migrant	*	*	*	*	*

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NCLB State Reports

STATE 2011	ASSESSMENT								ACCOUNTABILITY									
	Advanced		Proficient		Basic		Below Basic		Participation Rate %			Total % P&A 3-8,11	Grades 3 - 5 AMO=69		Grades 6 - 8 AMO=69		Grades 9 - 12 AMO=62	
	#	%	#	%	#	%	#	%	# Students Enrolled	# Students Tested	% Tested		% P&A	AYP 3 - 5	% P&A	AYP 6 - 8	% P&A	AYP 12
All Students	16238	25.44	31415	49.22	15071	23.61	1105	1.73	64088	63829**	99.60	75	77	Y	74	Y	70	Y
White(Not Hispanic)	14830	29.06	25942	50.83	9671	18.95	593	1.16	51221	51036**	99.64	80	83	Y	79	Y	74	Y
Black or African American	186	11.73	678	42.75	646	40.73	76	4.79	1592	1586**	99.62	56	61	N	57	N	39	N
Asian	215	23.39	346	37.65	293	31.88	65	7.07	920	919**	99.89	64	69	Y	62	Y	62	Y
Pacific Islander	17	25.76	36	54.55	9	13.64	4	6.06	67	66**	98.51	83	87	Y	80	*Y	*	*Y
Native American	527	7.05	3096	41.39	3544	47.38	313	4.18	7538	7480**	99.23	48	52	N	45	N	46	N
Hispanic	308	17.82	989	47.59	739	35.56	42	2.02	2080	2078**	99.90	64	67	Y	64	Y	52	Y
Two or more races	155	23.38	328	49.47	169	25.49	11	1.66	668	663**	99.25	74	74	Y	72	Y	73	Y
Economically Disadvantaged	3814	14.69	12278	47.30	9137	35.20	729	2.81	26099	25958**	99.46	62	66	N	60	N	55	N
Limited English Proficient	83	3.62	573	24.98	1438	62.69	200	8.72	2298	2294**	99.83	30	39	Y	18	Y	8	Y
Students with Disabilities	765	10.21	2494	33.30	3743	49.98	487	6.50	7527	7489**	99.50	43	53	N	36	N	25	N
DSTEP w/ accommodations	356	6.28	1769	31.20	3185	56.17	360	6.35	**First Year in Country students that took the Access test are included in the number of students tested.									
DSTEP w/o accommodations	175	15.36	498	43.72	428	37.58	38	3.34										
DSTEP Alternate	234	34.41	227	33.38	130	19.12	89	13.09										
Gender Male	7815	23.78	15616	47.52	8723	26.54	709	2.16	33023	32863**	99.52	71	75		70		66	
Gender Female	8423	27.20	15799	51.02	6348	20.50	396	1.28	31065	30966**	99.68	79	80		79		74	
Migrant	8	3.24	36	14.57	161	65.18	42	17.00	247	247	100.00	20	27		13		15	

STATE 2011	ASSESSMENT								ACCOUNTABILITY									
	Advanced		Proficient		Basic		Below Basic		Participation Rate %			Total % P&A 3-8,11	Grades 3 - 5 AMO=72		Grades 6 - 8 AMO=72		Grades 9 - 12 AMO=63	
	#	%	#	%	#	%	#	%	# Students Enrolled	# Students Tested	% Tested		% P&A	AYP 3 - 5	% P&A	AYP 6 - 8	% P&A	AYP 12
All Students	13525	21.19	34815	54.55	15195	23.81	290	0.45	64088	63825	99.59	77	78	Y	76	Y	69	Y
White (Not Hispanic)	12406	24.31	29167	57.15	9327	18.28	132	0.26	51221	51032	99.63	81	83	Y	82	Y	73	Y
Black or African American	151	9.52	713	44.96	691	43.57	31	1.95	1592	1586	99.62	56	59	N	58	N	44	N
Asian	233	25.35	381	41.46	287	31.23	18	1.96	920	919	99.89	70	74	Y	68	Y	70	Y
Pacific Islander	9	13.64	38	57.58	19	28.79	0	0.00	67	66	98.51	73	78	Y	75	*Y	*	*Y
Native American	391	5.23	3105	41.51	3891	52.02	93	1.24	7538	7480	99.23	47	52	N	44	N	35	N
Hispanic	235	11.31	1032	49.66	798	38.40	13	0.63	2080	2078	99.90	63	65	N	64	N	46	N
Two or more races	100	15.08	379	57.16	181	27.30	3	0.45	668	663	99.25	73	75	Y	71	Y	77	Y
Economically Disadvantaged	3024	11.65	13235	50.99	9496	36.59	199	0.77	26099	25954	99.44	63	66	N	62	N	52	N
Limited English Proficient	67	2.93	595	25.98	1566	68.38	62	2.71	2298	2290	99.65	30	36	Y	22	Y	12	Y
Students with Disabilities	687	9.18	2644	35.32	3975	53.10	180	2.40	7527	7486	99.46	44	53	N	38	N	23	N
DSTEP w/ accommodations	275	4.85	1952	34.43	3376	59.54	67	1.18										
DSTEP w/o accommodations	132	11.62	527	46.39	472	41.55	5	0.44										
DSTEP Alternate	280	41.18	165	24.26	127	18.68	108	15.88										
Gender Male	7309	22.24	17254	52.51	8125	24.73	172	0.52	33023	32860	99.51	75	78		75		67	
Gender Female	6216	20.07	17561	56.71	7070	22.83	118	0.38	31065	30965	99.68	77	78		79		71	
Migrant	6	2.43	43	17.41	181	73.28	17	6.88	247	247	100.00	21	27		17		7	

State Improvement Status	Reading Math	Did not make AYP	Graduation Rate	83.39%	Attendance Rate	95.87%
Teachers with Emergency or Provisional Credentials	South Dakota does not offer an Emergency or Provisional License.	% Classes not taught by Highly Qualified Teachers	0.7%	Statewide, Classes Not Taught by Highly Qualified Teachers Disaggregated by Poverty Quartile	Highest Quartile of Poverty Schools: 1.3 %	Lowest Quartile of Poverty Schools: 0.3%

STATE 2011	ASSESSMENT								Participation Rate %		
	Advanced		Proficient		Basic		Below Basic		# Students Enrolled	# Students Tested	% Tested
	#	%	#	%	#	%	#	%			
All Students	3115	11.56	16388	60.84	6324	23.48	1110	4.12	27127	26937	99.30
White (not Hispanic)	2911	13.20	14222	64.48	4364	19.79	560	2.54	22182	22057	99.44
Black or African American	27	4.12	285	43.45	253	38.57	91	13.87	662	656	99.09
Asian	45	11.60	183	47.16	94	24.23	66	17.01	389	388	99.74
Pacific Islander	4	18.18	12	54.55	6	27.27	0	0.00	23	22	95.65
Native American	65	2.36	1104	40.13	1261	45.84	321	11.67	2800	2751	98.25
Hispanic	48	5.85	427	52.07	280	34.15	65	7.93	823	820	99.64
Two or more races	15	6.20	155	64.05	66	27.27	6	2.48	246	242	98.37
Economically Disadvantaged	602	5.99	5280	52.57	3379	33.65	782	7.79	10148	10043	98.97
Limited English Proficient	3	0.41	156	21.52	356	49.10	210	28.97	729	725	99.45
Students with Disabilities	146	5.37	933	34.33	1241	45.66	398	14.64	2742	2718	99.12
DSTEP w/ accommodations	57	2.71	693	32.94	1049	49.86	305	14.50			
DSTEP w/o accommodations	21	6.21	150	44.38	135	39.94	32	9.47			
DSTEP Alternate	68	24.64	90	32.61	57	20.65	61	22.10			
Gender Male	2065	14.87	8170	58.82	2994	21.55	662	4.77	14014	13891	99.12
Gender Female	1050	8.05	8218	62.99	3330	25.53	448	3.43	13113	13046	99.49
Migrant	0	0.00	13	13.27	37	37.76	48	48.98	98	98	100.00

District Improvement Status: 6 districts in improvement

School Improvement Status: 95 schools in improvement

Y - Met AYP, N - Did Not Meet AYP
* group does not meet minimum population size

%P&A = Percent Proficient and Advanced
AMO = Annual Measurable Objective

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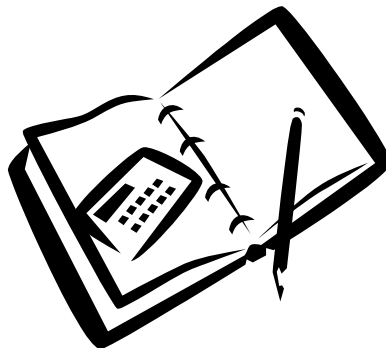
STATE WRITING ASSESSMENT

In the past, the State of South Dakota has required an annual, standardized assessment of the writing skills of our students at specific grade levels, typically 5, 7, and 10. Beginning with the 2009-12 school year, however, the State decided to transition to a new computerized writing assessment called Writing to Learn. While this new program works well to quickly and objectively assess student writing on an individual basis, it does not provide any quantifiable data which can be reported here. Thus, no student writing scores are available for reporting purposes.

PLANS OF MITCHELL SENIOR HIGH SCHOOL'S 2010 GRADUATES

PLACEMENT	NUMBER OF STUDENTS
Augustana College	2
Western Dakota Technical Institute	1
Black Hills State University	4
Dakota State University	1
Dakota Wesleyan University	6
Mitchell Technical Institute	21
Mount Marty College	5
Northern State University	2
South Dakota School of Mines	4
South Dakota State University	29
Southeast Technical Institute	9
Stewart's School of Cosmetology	5
University of Nebraska - Lincoln	3
University of South Dakota	11
University of Sioux Falls	2
Minnesota Schools	7
Iowa Schools	8
Other Colleges and Technical Schools	14
Military	8
Work	30
Total	172

Percent of Mitchell Senior High School graduates pursuing non-Military, post-secondary studies: 79%
 Percent of Mitchell Senior High School graduates entering the Military: 4%
 Percent of Mitchell Senior High School graduates going directly to the workforce: 17%



ADVANCED PLACEMENT EXAM SUCCESS RATE

Mitchell Senior High School offers a number of different Advanced Placement courses, classes sufficiently rigorous that they meet college requirements. At the conclusion of an Advanced Placement class, students may take an AP exam to determine whether or not colleges will grant credit for the course. If students receive a '3' or better, on a 1-5 scale, they will be awarded college credit by most universities.

1. AP American History: 14 students sat for the examination. Two students earned a '5'. Two students earned a '4'. The remaining students earned a '1' or '2.'
2. AP English: 14 students sat for the examination. Four students earned a '4.' Five students earned a '3.' The remaining five students earned a '2.'
3. AP Calculus: 1 student sat for the examination. One student earned a '5.'
4. AP Spanish : No students sat for the examination.
5. AP Statistics: 7 Students Sat for the examination. Two students earned a '3'. The remaining students earned a '1' or '2'.

Because some of these courses are offered both as Advanced Placement and dual enrollment and since the dual enrollment options guarantees college credit with a passing grade, most students choose the dual credit option. Thus, fewer students take the AP exam, though they have taken the course.

DUAL ENROLLMENT OFFERINGS

Dual credit courses are classes offered simultaneously for high school and post-secondary credit. Students who successfully complete courses in this program will have a post-secondary transcript that can be used to matriculate into many colleges and universities. Because of changes to the requirements for dual credit courses by the State Board of Regents and others, no such courses have been able to be offered for the last few years. Those requirements have now been changed and such courses are being offered in 2011-12.

Specifically, during the 2011-12 school year, the following dual enrollment courses are being offered at Mitchell High School:

<u>Course:</u>	<u>Possible College Credits:</u>	<u>Credit-Granting Post-Secondary:</u>
Advanced Art Studio	3	Northern State University
Advanced Biology	4	Northern State University
AP U.S. History	6	Northern State University
Computer Applications	3	Northern State University

Additionally, we plan to offer, during the 2012-13 school year, the following dual enrolled coursework through Mitchell Technical Institute at the Mitchell Career and Technical Education Academy at MTI's North Campus:

Pro-Start Culinary Arts Academy
Project Lead the Way Biomedical Program

Additional courses will be offered in coming years.



MITCHELL SENIOR HIGH SCHOOL ACHIEVEMENT ON THE ACT TEST

YEAR	MITCHELL AVERAGE SCORE	STATE AVERAGE SCORE	NATIONAL AVERAGE SCORE
2005-06	22.5	21.8	21.1
2006-07	22.1	21.9	21.2
2007-08	22.2	22.0	21.1
2008-09	22.7	22.0	21.1
2009-10	22.5	21.8	21.1
2010-11	22.9	21.8	21.1
Average	22.5	21.9	21.1

Conclusions: Mitchell students score above state averages and significantly above national averages. In 2008-09, 2009-10 and 2010-11 Mitchell scores reached their highest levels ever.

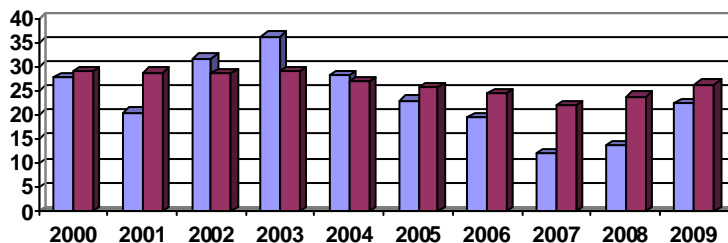
MITCHELL SENIOR HIGH SCHOOL'S COLLEGE FRESHMAN GPA AT SOUTH DAKOTA PUBLIC UNIVERSITIES

GRADE	MITCHELL SENIOR HIGH SCHOOL GRADUATE GPA	SOUTH DAKOTA GRADUATE GPA
Class of 1999	2.78	2.74
Class of 2000	2.71	2.74
Class of 2001	2.82	2.81
Class of 2002	2.63	2.79
Class of 2003	2.51	2.73
Class of 2004	2.64	2.79
Class of 2005	2.77	2.82
Class of 2006	3.0	2.82
Class of 2007	3.04	2.85
Class of 2008	3.03	2.95
Class of 2009	3.03	2.99
Average	2.81	2.82

Conclusions: Mitchell graduates earn similar grades in their freshmen year of college compared to their South Dakota counterparts. Placements from these GPA's are only considered for South Dakota public universities.

MITCHELL SENIOR HIGH SCHOOL GRADUATES NEEDING REMEDIAL HELP IN MATHEMATICS AT SOUTH DAKOTA'S PUBLIC UNIVERSITIES

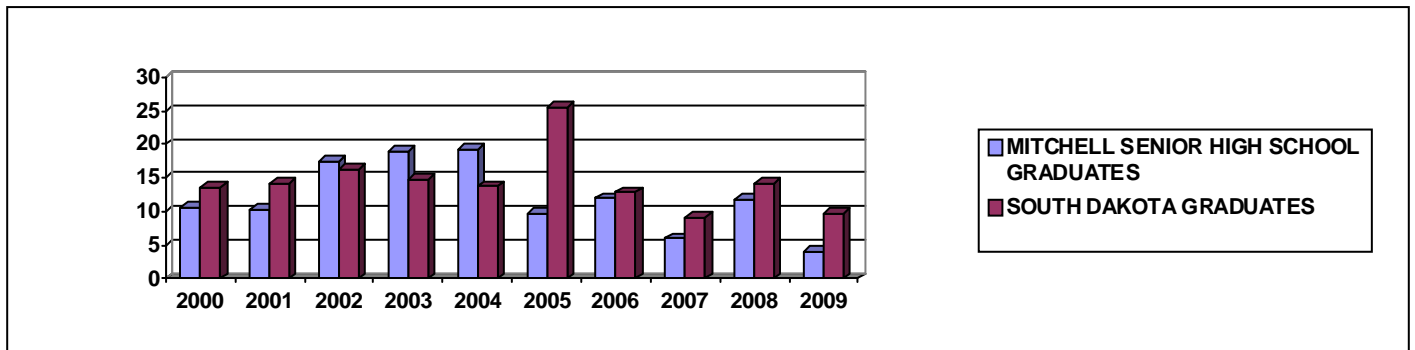
GRADE	MITCHELL SENIOR HIGH SCHOOL GRADUATE PERCENT	SOUTH DAKOTA GRADUATE PERCENT
Class of 2000	27.66%	28.88%
Class of 2001	8 students/20.51%	28.69%
Class of 2002	18 students/31.58%	28.50%
Class of 2003	21 students/36.21%	29.03%
Class of 2004	16 students/28.07%	26.80%
Class of 2005	9 students/23.08%	25.56%
Class of 2006	13 students/19.40%	24.35%
Class of 2007	6 students/12.00%	21.83%
Class of 2008	7 students/ 13.73%	23.79%
Class of 2009	11 Students/ 22.45%	26.32%



■ MITCHELL SENIOR HIGH SCHOOL GRADUATES
■ SOUTH DAKOTA GRADUATES

MITCHELL SENIOR HIGH SCHOOL GRADUATES NEEDING REMEDIAL HELP IN ENGLISH AT SOUTH DAKOTA'S PUBLIC UNIVERSITIES

GRADE	MITCHELL SENIOR HIGH SCHOOL GRADUATE PERCENT	SOUTH DAKOTA GRADUATE PERCENT
Class of 2000	10.64%	13.51%
Class of 2001	4 students/10.26%	14.21%
Class of 2002	10 students/17.54%	16.19%
Class of 2003	11 students/18.97%	14.76%
Class of 2004	11 students/19.30%	13.78%
Class of 2005	3 students/9.69%	25.56%
Class of 2006	8 students/11.94%	12.83%
Class of 2007	3 students/6.00%	9.06%
Class of 2008	6 students/ 11.76%	14.25%
Class of 2009	2 students/ 4.08%	9.72%



Conclusions: Mitchell High School graduates, for the most recent graduation class for which data is available, were significantly less likely to be required to take remedial English or remedial Math classes in South Dakota's public universities than were other South Dakota students.

2010-11 District Goals

I. Fully Implement No Child Left Behind:

A. Maintain the percentage of highly qualified instructors at 100%.

Goal Attained. All Mitchell instructors were highly qualified in 2010-11.

B. Achieve STEP student achievement goals:

1. Rockport: Continue to meet AYP in all areas.

Goal Attained.

2. Rosedale: Continue to meet AYP in all areas.

Goal Attained.

3. Gertie Belle Rogers: Continue to meet AYP in all areas.

Goal Exceeded. GBR both met AYP in all areas and was recognized by the State as a Distinguished School.

4. L.B. Williams: Continue to meet AYP in all areas.

Goal Exceeded. GBR both met AYP in all areas and was recognized by the State as a Distinguished School.

5. Longfellow: Continue to meet AYP in all areas.

Goal Attained.

6. Middle School: Bring the special education subgroup on alert for reading up to meet AYP in 2010-11. Continue to meet AYP in all other areas.

Goal Attained.

7. Senior High: Continue to meet AYP in all areas.

Goal Attained.

II. Meet Additional Student Achievement Goals:

A. Mitchell High School ACT scores will continue to exceed state and national averages.

Goal Exceeded. Mitchell lengthened its lead again this year, now a full point above the state average and almost 2 full points above national averages.

B. The Mitchell School District will use a locally developed mapping rubric to document a standards-based curriculum.

Goal In Progress. In fact, much of this work is now complete at the building levels.

C. All schools will annually participate in student achievement data retreats.

Goal Attained. Each attendance center participated in data retreats in August of 2010 and 2011. The conclusions arrived at during those meetings have and will continue to inform decisions on educational programming.

III. Develop and implement a 3-year professional development plan.

Goal Exceeded. A reinvigorated professional development committee, under the leadership of Yvonne Palli, has planned for both short-term and long-term offerings. As a result, the Mitchell Schools have more professional development offered currently than at any time in the last decade.

IV. Develop and implement a 5-year facilities plan, including projected expenditures for capital outlay in the areas of textbooks, transportation, buildings and grounds, extracurricular needs, building-level needs, and technology.

Goal Attained. In addition to short-term plans for facility maintenance, cyclical textbook, equipment, and uniform purchases, the District is now planning for the long-term replacement of the Mitchell High School building, the renovation of the CTE regional high school (currently MTI's north campus), and evolution of a high school campus concept.

A. With the continuing transition of MTI to its new interstate campus, plan to transform the current north campus into a regional career and technical education center, highly articulated with or operated by Mitchell Technical Institute for Mitchell High School students and open to area high school students.

Goal in Progress. Through a QZAB no-interest loan, the District received funds for a roof replacement and renovation of the north campus in anticipation of the opening of a regional CTE program, starting in the fall of 2012.

V. Continue the 7-12 laptop computer initiative.

A. Begin exploring the move to 'core digital curricula' to replace many textbooks over the next 5-10 years.

Goal in Progress. To date, very little progress has been made in this area and textbook adoptions are still the norm.

B. Fully implement year 2 of the second three-year laptop computer initiative.

Goal Attained. Year 2 was a success. In year 3, we will plan for the next 3-year adoption, the goals for which included more economical and more robust technology in the hands of our students.

VI. Lunch Program Goals:

A. Maintain student participation in the school lunch program, while maintaining or increasing the fund balance in that program.

Goal Partially Attained and Partially Unattained. Under Mr. Sean Moen's leadership, this program has improved and maintained that improvement over the last several years. Our daily participation rates range from 78-88%, enviable percentages. Our fund balance fell by about \$40,000 to \$258,104, still healthy but not excessive. Meanwhile, Mr. Moen has been slowly introducing new, healthy cooking methods and food options, including fruit/vegetable breaks at Longfellow. Thus, the food program is positive in all aspects. However, new federal legislation which will raise non-free/reduced priced lunch prices and ban certain foods may negatively impact this situation in the coming years.

B. Begin considering Senior High cafeteria renovations in order to provide students and staff with an inviting atmosphere, in addition to increased storage capacity for the facility.

Goal Stalled. Since no funding is currently available for such renovations, this project remains on hold.

VII. Maintain the current strong financial condition of district finances with the following objectives in mind:

A. Maintain a cash reserve at or above 20% of total expenditures.

Goal Attained. While the cash reserve declined by about \$100,000 in 2010-11, it remains, nevertheless, above 20%.

B. If a portion of the allowable opt-out is used this year, plan for a reduction and 'zeroing out' of the amount used in future years.

Goal Unattained. The 6.6% net reduction in funding under the state finance formula forced the District to both make cuts and increase the amount of the opt-out, to \$400,000 for the 2012 calendar year. Thus, we are moving in the opposite direction of this goal but hope to bring opt-out amounts back down once state finances allow increases in funding again.

C. Continue to plan for means of lowering or controlling utility costs for the District.

Goal Attained and in Progress. The geothermal system at the new Longfellow has helped control utility costs. Beginning in 2011-12, we will renovate the heating/cooling system at the Middle School in order to improve efficiencies, eliminate condensation problems, improve comfort levels, and reduce costs.

VIII. Regularly review K-12 and MTI board policies so that all are reviewed every five years. Review series 100-300 during the summer of 2011.

Goal Attained. Series 100-300 for both K-12 and MTI were reviewed last summer.

IX. Program Level Goals:

A. Gertie Belle Rogers:

1. 95% of students in grades 3-5 will be advanced or proficient in reading.

Goal In Progress. GBR moved its percentage from 86% in the spring of 2010 to 89% in the spring of 2011 and so is making progress toward this goal.

- a. All students will receive an additional 30 minutes of reading in addition to the 90 minute reading block.

Goal Attained. These additional minutes for reading interventions are now in place at GBR.

- b. All students will receive 60 minutes of writing per day.

Goal Attained. The daily writing period is now in place at GBR.

2. 95% of students in grades 3-5 will be advanced or proficient in mathematics.

Goal in Progress. GBR moved its percentage from 89% in the spring of 2010 to 92% in the spring of 2011 and so is making progress toward this goal

3. Teachers will discuss and use current data to drive instruction.

Goal Attained. Through the data retreats and subsequent professional development, teachers are becoming increasingly skilled in using data to shape instruction. GBR has been especially involved in this through the student response 'clickers' and the DIBELS results this year.

4. Fully implement and improve Every Child a Writer through:

- a. Professional development with our cohort in Colorado.

- b. Teacher leaders within Gertie Belle Rogers Elementary.

Goal in Progress. Implementation of ECAW continues. Representatives of GBR went to the Colorado professional development and teachers leaders on ECAW have been established at GBR.

5. Develop a Positive Behavior Intervention and Support Plan/

via the State grant to improve climate and student behavior.

Goal Attained. The PBIS behavior program continues this year at GBR. Mrs. Harmdierks is quite pleased at the ownership the faculty and student now have in the program.

B. L.B. Williams:

1. Continue to integrate math strategies from the Math Counts Program.

Goal Attained. Through Math Counts coaches, this method of mathematics instruction continued to be taught and used at LBW.

2. Implement the District Language Arts Expectations K-5.

Goal Attained. These expectations, involving reading coaches, time spent on reading instruction, the use of data to drive instruction, and the inclusion of interventions when student achievement suggests it, are being fully implemented at LBW.

3. Continue after-school tutoring for students below proficiency in Reading and Math

Goal Attained. This program, now in its 8th year of implementation at LBW, is running both smoothly and consistent with its mission, to provide more time and instruction to students who struggle making proficiency in either math or reading.

4. Develop student assets and character through a variety of activities.

Goal Attained. LBW continues to implement the Character Counts program as a way to build student character. It also works through Character Leadership Team and peer helpers as ways both to inculcate in students the value of service and a way to build leadership skills.

5. Expand parental involvement opportunities and activities.

Goal In progress. Plans continue to be formulated in this area.

6. Obtain business partners to improve community participation at L.B. Williams.

Goal in Progress. Plans continue to be formulated in this area.

C. Longfellow:

1. Reach Distinguished School Status by:

- a. Implementing Schoolwide Title I.

- b. Adding a daily 150 minute language arts block.

- c. Scheduling a minimum of 60 minutes per day of instruction in mathematics.

- d. Utilizing data retreat information to enhance e-metric and grade level, staff, and building meetings.

End Goal Unattained. Process Goals Attained. Longfellow fell just short of being a distinguished school in the spring, 2011 testing though it did meet AYP in all areas. Longfellow Elementary has now implemented each of these process goals or instructional reforms. Title I as a schoolwide program was implemented starting in August of 2010. The changes to the instructional day, in terms of ensuring that student were provided adequate time to gain proficiency, were either added or reinforced this year. Longfellow also has an annual data retreat and uses conclusions from that retreat to inform decisions about educational programming.

2. Fully implement and improve Every Child a Writer through:
 - a. Professional development with our cohort group in Colorado.
 - b. Teacher leaders within Longfellow Elementary.

Goal in Progress. Implementation of ECAW continues. Longfellow teachers went to the Colorado professional development and teacher leaders on ECAW have been established at Longfellow.

3. Institute a monthly informational parent meeting, with assistance from a business partner, which will include discussions of important educational and parenting issues and will focus our energies on our Longfellow students.

Goal in Progress. Longfellow established a business partner, First National Bank, last year and continued with that partner this year.

D. Middle School:

1. Continue school improvement committee process to improve student achievement.

Goal in Progress. The School Improvement Committee continues in place, offering suggestions for reform. Its advisory role is critical to the continued success of Mitchell Middle School. Efforts by the committee will be increased this year in order to bring the Middle School back to meeting AYP in the special education subcategory.

2. Further 'mine' student achievement data in specific subject areas to inform additional curricular and instructional reforms.

Goal Attained. Between the data retreat and the School Improvement Committee, data is routinely collected and examined for use in the development of reforms. One example of this is the ICU program described below.

3. Implement the ICU student academic accountability program 6-8

Goal Attained. The Mitchell Middle School has gone to great length to implement this program aimed at ensuring that each and every student does all assigned work in a high quality fashion. This has taken organization, talent, work and a great deal of patience. We had hoped that ICU might translate into higher proficiency/advanced numbers on the spring of 2011 testing. Inasmuch as both reading and math percentages increased by 1 percentage point, some progress was noted. Additionally, since overall percentages are a combination of both proficient and advanced students, we also looked at the breakdown between those two since the more advanced students, the better. In math, the MS saw a 4 point increase in advanced students and a 2 point increase in reading, both potentially very positive and significant. We will monitor this possible trend in the future.

E. Senior High:

1. Utilize a school improvement committee, as part of the ongoing NCA accreditation process, to analyze student achievement data and recommend reform initiatives, including:

- a. the implementation of Sophomore Academy.

Goal Attained. Working from the success of the Freshman Academy, designed to move at-risk freshman into high school and towards the reality of graduation, MHS added this year a Sophomore Academy. Hopefully, this extra step will further improve MHS's graduation rate, which is already excellent.

- b. continued implementation of the 'personalization' NCA goal.

Goal Attained. The personalization NCA goal is to increase the feeling of belonging or attachment for each student to their school and within their SRB. Commensurate with this goal, the high school has focused on 'Getting to Know You' activities within each SRB, a monthly theme (Technology, Life Skills, Charitable Giving and Service, Post-High Planning, Career Planning, etc., Resume Building, etc.) in SRBs, the development of personal learning plans for each student, and utilizing the data in the voluntary high school committee devoted to this goal to improve progress toward it. Progress on this goal was reported on extensively within the NCA report.

- c. increased focus on reading performance.

Goal Attained. While we are still hoping for future increases, the spring, 2011 testing showed a proficiency/advanced rates up 5 full percentage points from spring, 2011 testing.

2. Mitchell High School ACT scores will continue to exceed state and national averages.

Goal in Progress and Attained. MHS has averaged well above the state average for each of the past 7 years, extending the 'lead' especially over the last three years. Continued emphasis on college-prep curricula, dual enrollment and AP courses should continue this trend.

ACADEMIC OFFERINGS OF OUR SCHOOL DISTRICT

SUBJECT AREA	GRADE
Advanced Placement English, Math, History, and Spanish	11-12
Agricultural Science	9-12
Alternative School	7-12
Alternative Summer School	9-12
Art	K-12
Articulated and Dual Enrollment Classes with Mitchell Technical Institute	11-12
Auto Mechanics	11-12
Automotive Systems	9-12
Business Education	9-12
Career Explorations	9
CCC Math and Reading Instruction	K-5
Computer Studies	6, 9-12
Drivers Education (summer program)	9-12
Dual Enrollment Classes with Dakota Wesleyan University	11-12
English/Language Arts, including Advanced Placement English	K-12
Family and Consumer Sciences	7, 9-12
Freshman and Sophomore Academy	9-10
World Language (German I-IV)	9-12
World Language (Spanish I-Advanced Placement Spanish)	8-12
Gifted and Talented	K-6
Guidance and Counseling	K-12
Health Education	K-12
Health Occupations	10-12
Industrial Technology	8-12
Instrumental Music	5-12
Mathematics (Including AP Calculus)	K-12
Media Services	K-12
Physical Education	K-12
Reading	K-12
Science	K-12
Social Studies, including Advanced Placement History	K-12
Sophomore Academy	10
Special Education	Preschool-12
Tutoring-before and after school and during the summer	K-8
Vocal Music	K-12
Welding	10-12
World of Work	11-12

Non-discrimination in District Programs:

It is the policy of the Board of Education of the Mitchell School District that no otherwise qualified person will be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity on the basis of race, religion, gender, identity, sexual orientation, age, national origin, or disability.

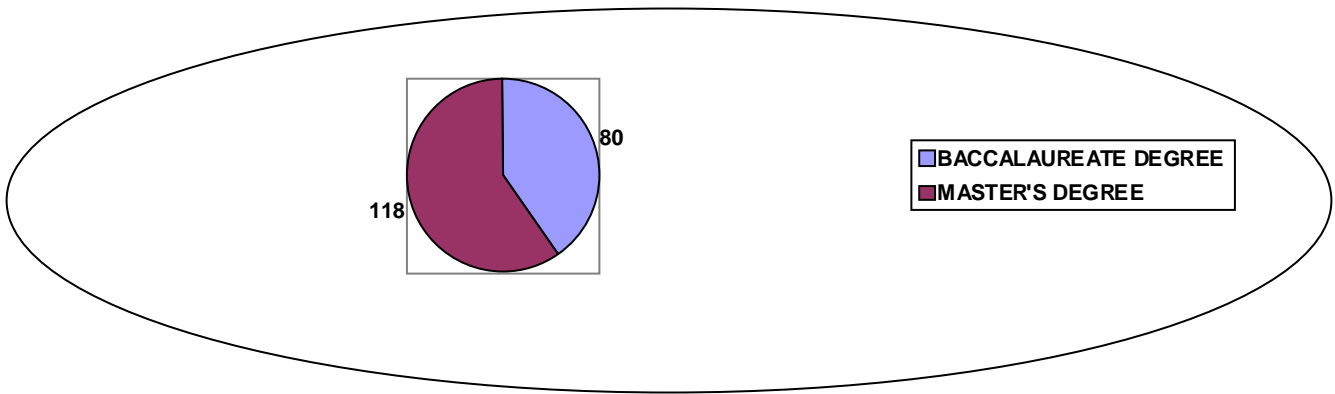
FACULTY OF OUR SCHOOL DISTRICT

FACULTY LEVEL OF EDUCATION

FACULTY LEVEL OF EDUCATION	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baccalaureate Degree	24	24	23	24	30	30	27
Baccalaureate Degree + 12 Hours	30	22	23	22	15	13	12
Baccalaureate Degree + 15 Hours	0	0	7	10	11	8	13
Baccalaureate Degree + 24 Hours	64	57	47	41	35	30	28
Master's Degree	18	29	35	38	49	55	53
Master's Degree + 15 Hours	15	16	15	14	17	18	23
Master's Degree + 30 Hours	13	12	14	13	14	14	10
Master's Degree + 45 Hours	16	19	15	14	6	8	11
Master's Degree + 60 Hours	17	19	19	18	23	23	21
Total	197	198	198	194	200	199	198

HIGHEST TERMINAL DEGREE	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Baccalaureate Degree	118	103	100	97	91	81	80
Master's Degree (or higher)*	79	95	98	97	109	118	118
Total	197	198	198	194	200	199	198

- Sixty percent of Mitchell Teachers now hold a Master's degree or higher.



FACULTY EXPERIENCE

NUMBER OF YEARS	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1-5 Years	26	26	29	27	34	29	28
6-10 Years	32	29	29	32	32	42	41
11-15 Years	32	38	25	24	29	28	30
16-20 Years	36	34	36	30	26	22	22
21-25 Years	39	35	25	33	28	31	33
26-30 Years	17	20	30	25	29	24	16
31-35 Years	10	12	17	16	14	13	17
36-40 Years	3	3	5	5	6	9	9
41-45 Years	1	1	2	2	2	1	2

PERCENTAGE OF HIGHLY QUALIFIED* TEACHERS

2003-04	95.7%		2007-08	98.4%
2004-05	97.8%		2008-09	99.2%
2005-06	100%		2009-10	100%
2006-07	99.6%		2010-11	100%

* The criteria for "Highly Qualified" is determined by state and federal policies and includes such things as education, certification, experience, etc.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR 2010-11

Algebra is Elementary workshop	Perkins Conference
ASSIST suicide prevention training	Reading Conference
Bullies, Victims and Bystanders workshop	Reading Sourcebook book study
Campus training	Reading Up Workshop
CTE conferences and training	Ready, Set, Science- Elementray Science Investigations class
CTE Program Enhancement workshop	Sanford Sports Med Clinic
Dakota Step workshops	SD Art Conference
Delivering on the Promise book read	SD Math conference
Effects of Poverty book read	SD Music Conference
FCCLA district, region and state conferences	SD Technical Educators conference
Festival of Cultures	SD Science Teachers Conference
Geometry is Elementary workshop	SD World Language Conference
IEP workshops	Senteo Clickers workshop
Instructional Leadership Conference	Standards Implementation workshop
International Science Fair	STEM workshop
Literature workshop	Technology in the Classroom workshop
Master Teacher Academy	TIE Conference
Mental Health First Aide workshop	Wild West Leadership Conference
National Art Conference	Write to Learn workshop
NCA/Advanced Education Conference	Youth Culture workshop
NSU Art workshops	
PAEMST Directors Seminar	

Non-discrimination in Employment:

The Mitchell School District is an equal opportunity employer and does not discriminate on the basis of race, national origin, religion, age, sex, marital status, or disability.

SUPPORT FROM VOLUNTEER ORGANIZATIONS

DONATIONS AND ACTIVITIES FOR 2010-11

Mitchell Senior High School

MOC Products C Inc - automotive equipment

Vacula Tools and Equipment - automotive tools

Pat Smith - worked with students on mock trail

United Blood Drive - student council blood drive, red tassels for seniors for graduation

LifeServ - student council blood drive

FFA Support - Central Electric, Farmers Alliance Now, F&L Crop Services, Taylor and Miskimins

Lakeview Vet Clinic, Puetz Construction, POET Biorefining

Muth Electric, Fulton State Bank, Scott Supply, Ellefson Implement,

A Ox Welding, First National Bank, CorTrust Bank, Nepstads Flowers and Gifts

BankWest, Trail King, Ethan Coop Lumber, Farm Credit, Big Green

Supply, Wells Fargo Bank, First Dakota Bank, National Guard, Pro Build

US Army Career Center - pens for students.

Mitchell Parks and Recreation - use of tennis courts and racquetball courts

Mitchell Athletic Boosters - parents working concessions for all home athletic events

Dr Robert McWhirter - donated time for physician coverage at athletic events

Dr Lucio Margallo - donated time for physician coverage at athletic events

Dakota Tire Service and Kathi Badde and Lakeview Vet Clinic - Science Fair assistance

Medicine Shoppe - Jim Buechler - project supplies

Brett Farnham - project

supplies

Music Boosters - donations of time and support of the music programs

USD School of Medicine - Biotech supplies

Mebius Nursery - use of land for projects

Wal-Mart and Taco Johns' - discounts for student council activities

McDonalds - gift certificates for student council activities

Community and parent guest speakers - USD Medical School

Mike Wenande, David Contrell, Natalie Vandrongelen

Clark Mickelson, Karmen McCain, Home Federal Bank, Glen Kruger, Jean Patrick

Officer Pat Oleson, Highway Patrol, Jon Lord, Dean Knipling, Pat Smith, Cherie Ramsdell

Local business people presenting for Junior Achievement

Susan Kiepke, Jim Montgomery, Pat Smith, Tama Backlund, George Bittner

Vern Eide Ford, Dan Beukleman, Natalie VanDrongelen

SD NAMI (National Alliance for Mental Health) - "In Our Own Voice" program

MTI - use of their facilities for training, Unfiltered Reality programs, and as a testing site

Chad Greenway - Lead the Way Foundation - donations to athletics

Steve Rice - Business CTE Advisory board and officer interviews

Gary Engel - Business CTE Advisory Board and officer interviews

Char Grove - Business CTE Advisory Board

Animal Clinic - classroom supplies and presenters

Domino's Pizza - discounts for student council, prom, FCCLA and wrestling events, class supplies

Jim Buechler, Medicine Shoppe, Brett Farnham - classroom supplies

DWU - field trips, post high planning days, sharing of art equipment, hosting Sr Awards Night

Bennett Insurance Agency - Kernel Draw

DWU Theater - scenery/props, stage combat workshop

Mitchell Community Theater - props for One Act, support for theater trip

Burger King - gift certificates and drinks for the blood drive

Subway - sub sandwiches for the blood drive and debate events

Logan Luxury Theaters - gift certificates for student council and FBLA

Coborns - discounts for student council events

Nepstads Flowers - discounts for student council events, graduation decorations and senior awards night

Daylight Donuts - discounts for student council events

KMIT, KOOL98, KORN - free announcements
 Pizza Ranch - gift certificates and discounts for student council events
 Trail King - steel for welding, flatbed for homecoming and field trips
 MTI - FFA ag mechanics and livestock judging, field trips, use of building
 Pepsi Bottling Company - Pepsi products for school events and prom
 Avera Queen of Peace - CPR training, class prizes and donations to art dept
 County Fair - cookies for the blood drive
 SunGold Trophies - discounts for student council events
 Harves Sports Shop - discounts for student council and FBLA events
 Mitchell Fire Dept - donation of time at Homecoming events and field trips
 Mitchell Police Dept - chaperone at student council events
 Daily Republic - providing Newspaper in Education, coverage of school events, tour and help with the school newspaper
 Dakota Discovery Museum - free tours for art classes, host National Art Honor Society program
 Photography Unlimited: pictures for team events, prom, athletic banquet, boy's state basketball
 Jarod Richter - help with wrestling program, Careers classes
 ASVAB - Marg Mathers, Careers classes and student testing
 Great Lakes - Noreen Pulling, Careers classes and seniors
 Village Bowl - student discounts for PE classes
 SD National Guard - guest speakers and field trips for Careers class
 Cheerybee's Floral and Gifts - discounts on flowers for events
 Jim Klosterman, Dakota Microscope Service - donated glassware for science class
 Pizza Hut - donations for student council events and Boys Basketball buffet
 Walk Shop - donations for science classes
 Dr Mike Patrick - consulting for animal care in science classes and supplies
 Bruce Mastel - personal time to create senior awards night DVD
 Dave VerSteeg - MTI, use of electronics equipment
 Greg Neppl and Jim Mahoney - MTI, consultation on construction projects
 Puetz Construction - use of their indoor tennis facility
 Science donations: Ellefson Implement, MTI
 Cabana Tan, Cabelas - FBLA donations
Field Trips - DWU, Wal-Mart, MTI, National Guard Armory, Fire Station, Madee Apartments
 USD Medical School, KELO-TV, Hobby Horse Boarding Stables, Nepstad's Flowers, GF Advertising
 Tumbleweed, Dakota Discovery Museum, 4-H Grounds, County Fair,
 SDSU, KMIT/KOOL98, Hendrickson's, Twin City Fan, Second Impression Palace, Floor to Ceiling,
 Daily Republic, County Fair, Shopko, Coborns, Avera Queen of Peace Maternal Care Center,
 Avera Brady Assisted Living, Firesteel Nursing Home, Jeff Logan, Jay Bigge, MTI Child Development Center
 SafeHaven Animal Clininc, Ed's Pet World, Life Quest, Cabelas, Klock Werks, Ruby Tuesday's,
 MTI Buildings and Trades Program, Menards, NAPA Auto Parts, POET Refinery, Discovery Museum
 Char's Party Center, Life Quest, Patzer Woodworking, ACT Community Theater
 Highland Conference Center, Trail King, Comfort Inn, Ellefson Implement, Sanford Research
FBLA Donations: First National Bank, Home Federal, Business Products, Inc, Ellefson's Implement
 James River Gallery, SunGold Trophies, Twin City Fans, Café Teresa's, Hollywood Style, Burger King
 Amber Dawn Photography
 Welding donations: Trail-eze, Bailey Metal and Fabrication, Dakota Pump, Trail King, Twin City Fans
 First Dakota National Bank - Wrestling donations of bottled water and fruit trays for workers
 Prairie Freedom Center - Kathie Tupper
 Toshiba - glassware, bell jars, centrifuge
 Muth Electric - donated money for the girl's state tennis tournament
 Sun Gold - student council decorations
 Senior Awards Night Donations- Nepstads Flowers, DWU - Sherman Center use, Rod Brown - DWU, Rick Johnson - DWU
Art Supplies Donations: James River Gallery, Daily Republic, DWU, anonymous donors
 DWU - help with Science fair
 Vern Eide Ford - vehicles for student practice
 Power Probe - automotive test equipment
 Energy Suspension - parts for student projects
 SPOOFED support ; Friends in Stitches, Sandy Schilling, JP Skelly

Jon and Nancy Osterloo - boys tennis ESD shirts, gatorade for state tournament

Dr McWhirter and Dr Margallo - team physician coverage

Dr McWhirter - donations to athletic training program

Empty Bowl Event - GBR 4th student council, Marissa Tubbs, BSP Preceptor Mu, Ev Fuehrer (Avon), MTI Culinary, Coborns, County Fair, Mitchell Concrete - donation of sand for use with tactile experiences

Krall Family - use of sail for Employee Recognition Banquet

Mitchell Middle School

-Family and Consumer Sciences "Sewing Angels"

-Village Bowl – bowling discount for physical education curriculum

-Mitchell Park and Rec Department – use of ice arena, ball diamonds, and Sportsman Club; free day passes

-Exchange Club –Student of the Month plaques

-Godfather's – Terrific Tuesday Coupons

-Lakeview Golf Course-golf for PE

-McDonalds- Terrific Tuesday Coupons

- Dairy Queen on Havens- Terrific Tuesday Coupons

-Paulson's

-Pat Oleson, Mitchell Police Department Resource Officer – physical education/health speaker

-Wendy Figland, Mitchell Area Safehouse – physical education/health speaker

-Mary Liz Crockett, School Nurse – physical education/health speaker

-Daily Republic – newspapers for classrooms

-Music and Sound-Musical Sponsor

-Exchange Club-Musical Sponsor

-Karen Allen-Health Speaker

-MaryLou Greenway-Yoga

-BPO Elks-Red Ribbon Week

-Trunk or Treat Donors: Mega Gymnastics, BPO ELKS NO. 1059, MMS Vocal Department, LBW STAR Ambassadors, McDonald North, DWU Culture Club, MTI Medical Assistant Program, Big Brothers Big Sister, Dakota Kids 4-H, Henrichson, DWU Teacher Group, 4H Stand Up and Smile, Women of Moose, DWU Student Activities Board, Unfiltered REALITY, Teen Redliners, Spoofed, BackPack Program, Classic Cruisers, Palace Inflatables, Wells Fargo Bank of SD, MMS Staff, Abbott House, ADAPT, Davison County Child Protection Team, Davison Sheriff, FCCLA, Game Fish and Parks, Kernel Food Services, Knights of Columbus, Life Quest, MHS Peer Helpers, MHS Student Council, Mitchell Congregational United Church of Christ, Mitchell Fire Department, Mitchell Police Department, Mitchell Tobacco Prevention Coalition, Pediatrics Plus, Second Chance High, Sioux Falls KFC (Louise Ave.), MMS Tech Dept., GBR Student Council, MEA, MHS Football, MHS Student Council, MHS FFA, MHS FBLA, Pestige Hair Salon, DWU Aramark, SD State Highway Patrol, DWU Teacher Group, County Fair

- Taco John's- Gift Certificates

-Iverson Chrysler- Donation for Rich Wieber assembly

-Vern Eide- Donation for Rich Wieber Assembly

Longfellow Elementary School

-Parent-Teacher Organization: School Movie Night, Family Fun Nights, field trips, Guided Reading books, yearbooks, money for classroom supplies, new playground equipment

-Fifth Grade recognition -Scholarship for graduating senior -Pizza Ranch Night

-Teacher recognition during American Education Week and Teacher Appreciation Week

-Anonymous Donation of \$100.00 per month for specific needs of children

-Senior Citizen Volunteer: helps with Coborn receipts -Junior Achievement Program

-Coborn's: Mother's Day gift and cash for the grocery receipts -Avera Queen of Peace Hospital

-American Legion Auxiliary: American Education Week Appreciation

-Chamber of Commerce Ag Committee: Ag in the Classroom -RSVP: mittens and hats

-Christmas hams for needy families -Modern Woodmen of America: Patriots Presentation

-County Fair: money for Saver Stamps -Target: Take Charge for Education Fund

-Pizza Hut Book It -Culver's Night (also Culver gift certificates for perfect attendance)

-Subway: gift certificates for superior grades -Martin Group: school supplies for children in need

- Newspapers in the Classroom

-Mitchell Parks Dept.: Arbor Day trees -Mitchell Optimist Club: hats and mittens for children in need

-Mitchell Charitable Foundation, Playground Donation

-Memorial Gift/ Mary Jones \$1,200.00

-Anonmouse Donation \$1,000.00 for specific needs of children

Gertie Belle Rogers Elementary School

-Parent-Teacher Association: Talent Show, Field trips, playground equipment, money for classroom supplies, Open House, Reflections, Appreciation Week, scholarships for graduating Mitchell Senior High School students, Culvers night.

-Anonymous Donations: \$100 per month for specific needs of children, church group donations, private anonymous donations

-Cozy Coats for Kids, Dodge Drive for Kids, Senior Citizen Volunteers: help with labels, receipts, etc.. Junior Achievement Program, Mitchell Area Optimist Club: mittens and hats for students in need, Avera Queen of Peace Hospital, Corborns: cash for receipts, Chamber of Commerce Ag Committee: Ag in the Classroom, World of Work Students: Mitchell High School, Work Study: MTI, American Legion Auxiliary, Mitchell Parks and

Rec Department, Mitchell Area Barbershop, Pizza Hut: Book It Program, Culvers: perfect attendance certificates, Proud Principal Award: Subway, Davison County Child Protection Team: books Mitchell Park Department: trees for Arbor Day, Modern Woodmen of America, VFW: apples during Teacher Appreciation Week.

L.B. Williams Elementary School

- Parent-Teacher Organization: School Carnival, playground equipment, Pork Supper/Fine Arts Night, school yearbook, ink and laser cartridges, field trips, two Burger King Nights, fingerprinting for first graders, teacher recognition during American Education Week and Teacher Appreciation Week, and scholarships for graduating Mitchell Senior High School students, 5th Grade Recognition, LBW Yearbook, field trip transportation, sponsored a Sock Hop, First In Math
- Anonymous Donation - \$100.00 per month for specific needs of children
- Avera Queen of Peace Hospital -Numerous volunteers in the classroom
- Impact Lives-volunteered to fill bags of food at Corn Palace -Mitchell Optimist Club-provided bowling
- Police Officer-shop with a cop
- American Legion – American Education Week and Dictionaries -Chess Club
- Culvers-perfect attendance awards -Culver’s Night -Circus Tickets -Children’s Miracle Network Donation
- Target – Take Charge of Education Fund -Chamber Ag Committee – Ag in the Classroom Day
- Junior Achievement Program -Subway certificates for Students of the Month -Kiwanis books for 4th grade
- Church group donations for families in need -Davison County Child Protection Team-books
- Student Council: Supply and Candy Stores, refrigerator STAR Ambassadors: Trunk & Treat , Little Stars mentoring program, Bell ringing for Salvation Army, Greeters for LBW Conferences, Dakota Smiles Mobil Dental Program, Collected can-monies raised went to Impact Lives
- Casual Friday monies collected go to various charities -Mitchell Park Department-trees
- Mitchell Optimist Club- caps and mittens -Help4Haiti-money donation
- Daily Republic-Newspapers in classroom -Pizza-Hut-Book-It
- Modern Woodman of America -World of Work Students
- Experience works -VFW-apples for Teacher Appreciation Week -KORN-rolls for Teacher Appreciation Week
- Dairy Queen certificates -Vern Eide Backpacks
- Corborns-Cash for receipts -GF Advertising- prizes
- SD Symphony- Home Federal -Mitchell Chamber- gift donation VJSmith presentation

MITCHELL COMMUNITY SCHOLARSHIP FUND 2002-2011

The purpose of the Mitchell Community Scholarship Fund is to affirm our belief in the youth of our community by expanding access to higher education for graduates of Mitchell School District 17-2 and Mitchell Christian School by developing an operating structure, raising funds for student scholarship distribution, and distributing awards on a fair and nondiscriminatory basis. The Fund’s goal is to provide a scholarship to every one of our graduates who go on for post-secondary study. For the last 9 years, it has met that goal.

	2002-03	2003-04	2004-05	2005-06	2006-07
No. of Scholarships Awarded	115	144	149	158	143
Scholarship Value	\$175.00-\$225.00	\$200.00-\$250.00	\$200.00-\$250.00	\$300.00-\$400.00	\$350.00-\$400.00
Total Amount of Scholarships	\$22,775.00	\$32,175.00	\$33,425.00	\$53,000.00	\$52,450.00
Endowment Fund	\$92,567.35	\$93,067.35	\$95,962.45	\$104,052.45	\$138,484.08

	2007-08	2008-09	2009-10	2010-2011
No. of Scholarships Awarded	168	149	144	157
Scholarship Value	\$350.00-\$400.00	\$400.00	\$450.00	\$450.00-\$500.00
Total Amount of Scholarships	\$61,500.00	\$59,600.00	\$64,800.00	\$75,900.00
Endowment Fund	\$155,197.00	\$184,037.46	\$221,042.09	\$252,263.00

SCHOOL DISCIPLINE

2010-11 DATA

SERVICES/ACTIVITIES DESIGNED TO ALLEVIATE DRUGS, ALCOHOL, AND VIOLENCE

- * After school/before school programs
- * Alternative education programs
- * Community service projects
- * Conflict resolution/peer mediation
- * Curriculum acquisition or development
- * Drug prevention instruction
- * Parent education involvement
- * Prevention Specialist on Staff
- *Tobacco Prevention Group-“Unfiltered Reality”
- *Peer Helpers

- * Security cameras and key fob systems
- * Security personnel (School Resource Officer)
- * Services for out of school youth
- * Special one-time events
- * Student support services
- * Teacher/staff training
- * Violence/prevention instruction
- *Peer Tutoring
- *SPOOFED
- *After school tutoring

NUMBER OF DRUG, ALCOHOL, AND VIOLENT OFFENSES AT SCHOOL

OFFENSES	MITCHELL ELEMENTARY SCHOOLS	MITCHELL MIDDLE SCHOOL	MITCHELL SENIOR HIGH SCHOOL
Number of students	1177	556	749
Alcohol	0	1	2
Arson	0	0	0
Battery (Aggravated Assault)	0	0	0
Breaking and entering/burglary	0	0	0
Disorderly conduct	0	3	0
Drugs, other than alcohol	0	2	2
Fighting	1	3	2
Larceny/Theft	1	0	0
Robbery	0	0	0
Sexual harassment	0	3	0
Threat/Intimidation	0	0	0
Tobacco	1	0	14
Trespassing	0	0	0
Vandalism	0	0	0
Weapon (rifle/shotgun)	0	0	0
Weapon (other than firearm)*	0	2	3
Other criminal offenses (non-violent)	0	0	0
Number of expulsions	0	0	0
Number of in-school suspensions	3	4	0
Number of out-of-school suspensions	0	11	17

*Example: student brings pocket knife to school without intent to harm.

TOTAL FIREARM EXPULSIONS

OFFENSES	MITCHELL ELEMENTARY SCHOOLS	MITCHELL MIDDLE SCHOOL	MITCHELL SENIOR HIGH SCHOOL
Number of students	1177	556	749
Expulsions for violations of the firearms policy reported under criminal or violent offenses	0	0	0

AUXILIARY SERVICES OF OUR SCHOOL DISTRICT

BUILDINGS 2010-11

	GERTIE BELLE ROGERS ELEMENTARY SCHOOL	LONGFELLOW ELEMENTARY SCHOOL	L.B. WILLIAMS ELEMENTARY SCHOOL	MITCHELL MIDDLE SCHOOL	MITCHELL SENIOR HIGH SCHOOL
Year Built	1994	2010	1993	1969	1961
Recent Improvements	-Front Entrance, sidewalk and landscaping improvements -New playground equipment	-New Playground -New Parking lot	-New boiler and cooling tower -Automated HVAC System	- Gym Renovations - Disc Golf Course - Caulking and Tuck pointing	-Auditorium Ventilation Repairs
Annual Building Costs	\$74,188.00	\$48,7941.00	\$77,365.00	\$132,554.00	\$161,321.00
Building Square Footage	53,738	62,535	75,000	136,520	165,278
Number of Students	397	240	440	574	762
Building Operational Cost Per Square Foot	\$1.38	\$0.78	\$1.03	\$0.97	\$0.98
Building Operational Cost Per Student	\$186.87	\$203.92	\$175.83	\$230.93	\$211.71
Square Footage Per Student	135	206	170	238	217
Student/Computer Ratio	2:1	1.8:1	2.1:1	1:1	1:1

Qualifiers and Conclusions:

1. Annual building costs include electricity, gas, water, and sewer.
2. Some annual building costs increased by 4-9%.

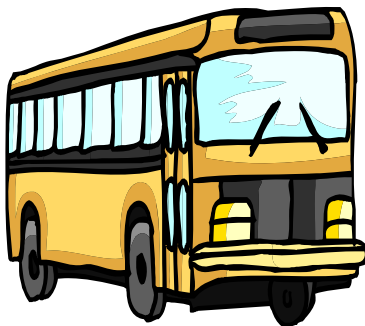
TRANSPORTATION 2010-11

Number of Routes: 8 rural, 2 city
 Regular Route Buses Available: 13
 Average Bus Age: 12 years
 Average Bus Mileage: 157,228 miles

Total Cost of Regular Route Busing: \$239,619.00
 Cost Per Mile for Bus Operation: \$2.15

Number of Rural Children Transported Daily: 435
 Number of Rural Bus Route Miles Each Day: 640

Rural Bus Route Miles Per Year: 111,360
 Extracurricular Activity Miles Per Year: 54,000



FOOD SERVICE

2010-11

Number of Breakfasts Served: 83,031
Number of Lunches Served: 339,960

Costs of Meals at Mitchell School District:

Breakfast

\$1.45 = Middle School/Senior High
\$1.30 = Elementary

Lunch

\$2.30 = Middle School/Senior High
\$2.10 = Elementary

Average Daily Participation in Food Service Program:

83% = Longfellow Elementary School
81% = Gertie Belle Rogers Elementary School
78% = L.B. Williams Elementary School
88% = Mitchell Middle School
78% = Mitchell Senior High School (includes ala carte and Kernel Express)

Fund Balance of the Hot Lunch Program:

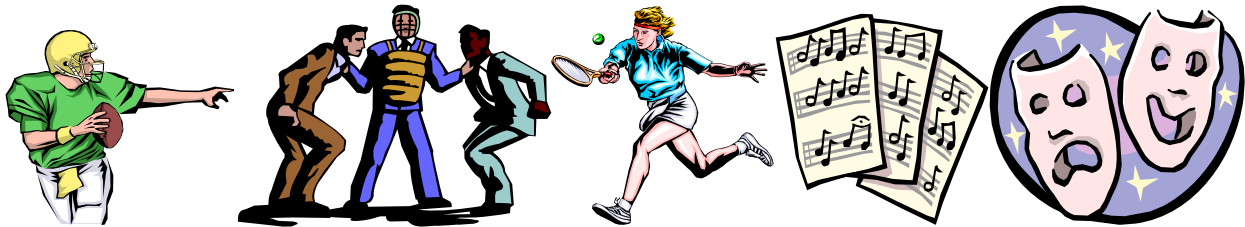
2002-03	=	\$191,963
2003-04	=	\$164,201
2004-05	=	\$111,321
2005-06	=	\$160,558
2006-07	=	\$229,944
2007-08	=	\$295,980
2008-09	=	\$299,324
2009-10	=	\$301,064
2010-11	=	\$258,104

Conclusions: Breakfast and lunch prices are about the same as the average prices of the ESD+6 schools. Additionally, participation rates in the school food service program have risen steadily over the last several years and both the number of breakfast and lunches served were up in 2010-11.



EXTRACURRICULAR PROGRAMMING OF OUR SCHOOL DISTRICT

2010-11 ACTIVITIES OFFERED



ACTIVITIES	GRADE LEVEL OFFERED	BOYS AND/OR GIRLS	NUMBER OF FEMALES	NUMBER OF MALES	GIRLS PARTICIPATION RATE 2009-10	BOYS PARTICIPATION RATE 2009-10
Student Council	3-5	Both	83	65	30%	23%
Geography Bee	3-5	Both	66	85	24%	30%
Geography Bee	6-8	Both	283	273	100%	100%
Band	5	Both	28	25	30%	27%
Vocal Concerts	K-5	Both	554	572	100%	100%
Elementary Show Choir	5	Both	40	27	42%	29%
Talent Show	K-5	Both	20	20	4%	4%
Spelling Bee	3-5	Both	285	278	100%	100%
Cross Country	7-12	Both	15	13	3%	2%
Golf	7-12	Both	23	26	4%	5%
Gymnastics	7-12	Girls	9	NA	2%	NA
Tennis	7-12	Both	22	29	4%	5%
Cheerleading	9-12	Girls	16	NA	4%	NA
Competitive Cheer	9-12	Girls	17	NA	5%	NA
Debate	9-12	Both	35	25	9%	7%
Show Choir/ ShowPit	9-12	Both	32	27	9%	7%
Declam	9-12	Both	10	2	3%	1%
Newspaper	9-12	Both	6	4	2%	1%
Student Council	9-12	Both	12	3	3%	1%
MS Student Council	7-8	Both	20	13	11%	7%
FCCLA	9-12	Both	7	1	2%	1%
MS FCCLA	7-8	Both	12	4	6%	2%
Yearbook	9-12	Both	15	1	4%	1%
MS Yearbook	8	Both	13	2	14%	2%
Football	<ul style="list-style-type: none"> •Grade 12 •Grade 11 •Grade 10 •Grade 9 •Grade 8 •Grade 7 	Boys	N/A N/A N/A N/A N/A N/A	12 27 17 28 37 36	N/A N/A N/A N/A N/A N/A	12% 29% 18% 30% 39% 38%
Student Character Represtatives	4-5	Both	70	77	12%	14%

ACTIVITIES	GRADE LEVEL OFFERED	BOYS AND/OR GIRLS	NUMBER OF FEMALES	NUMBER OF MALES	GIRLS PARTICIPATION RATE 2009-10	BOYS PARTICIPATION RATE 2009-10
Girls Basketball	<ul style="list-style-type: none"> •Grade 12 •Grade 11 •Grade 10 •Grade 9 •Grade 8 •Grade 7 	Girls	5	N/A	5%	N/A
			4	N/A	4%	N/A
			11	N/A	12%	N/A
			9	N/A	10%	N/A
			16	N/A	17%	N/A
15	N/A	16%	N/A			
Boys Basketball	<ul style="list-style-type: none"> •Grade 12 •Grade 11 •Grade 10 •Grade 9 •Grade 8 •Grade 7 	Boys	N/A	3	N/A	3%
			N/A	7	N/A	7%
			N/A	13	N/A	14%
			N/A	14	N/A	15%
			N/A	18	N/A	19%
N/A	24	N/A	26%			
Volleyball	<ul style="list-style-type: none"> •High School •Grade 8 •Grade 7 	Girls	32	N/A	9%	N/A
			30	N/A	32%	N/A
			31	N/A	33%	N/A
Wrestling	<ul style="list-style-type: none"> •High School •Grades 7-8 	Boys	N/A	26	N/A	7%
				26		9%
Track	<ul style="list-style-type: none"> •Varsity •Grades 7-8 	Both	31	36	8%	10%
			66	56	35%	30%
One Act Play	9-12	Both	7	7	2%	2%
Spring Play Drama	9-12	Both	21	10	6%	3%
Fall Musical	9-12	Both	11 Combined	5	3%	1%
Marching Band	9-12	Both	56	41	15%	11%
Jazz Band	9-12	Both	10 Combined	8	3%	2%
Drum Line Band	9-12	Both	6	9	2%	2%
Pep Band	9-12	Both	29	43	8%	11%
Show Pit Band	9-12	Both	8	9	2%	2%
MS Musical	6-8	Both	28	9	10%	3%
MS Band	6-8	Both	80	52	29%	19%
Middle School Show Choir	6-8	Both	91	36	33%	13%
Middle School Vocal Music	6-8	Both	160	75	58%	27%
Middle School Jazz Band	6-8	Both	7	10	3%	4%
SPOOFED	9-12	Both	8	5	2%	1%
MS Unfiltered Reality	6-8	Both	150	73	54%	26%
MHS Unfiltered Reality	9-12	Both	32	15	9%	4%
Peer Helpers	9-12	Both	22	18	6%	5%
Soccer	7-12	Girls	29	NA	5%	NA
HS Vocal	9-12	Both	96	56	26%	15%
FFA	9-12	Both	17	27	5%	7%
FBLA	9-12	Both	19	1	5%	1%

FINANCES OF OUR SCHOOL DISTRICT

SOURCES OF REVENUE

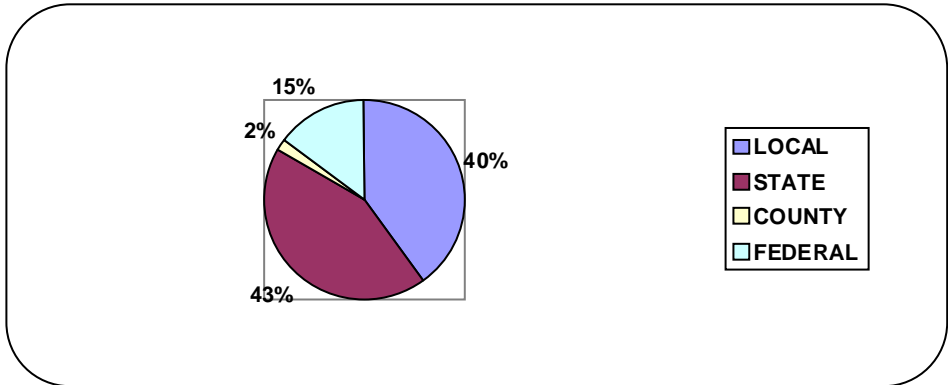
There are four sources for revenues for the general operating fund:

<u>Local</u> Property Taxes Interest Ticket Sales Facility Rentals	<u>County</u> Fines	<u>State</u> State Aid Public Land Monies Grants	<u>Federal</u> Title I – Reading Title II – Math and Science
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RECEIPTS

General Operating Fund: Comparisons of Receipts

YEAR	LOCAL	COUNTY	STATE	FEDERAL	TOTAL
2001-02	\$4,917,633.00	\$355,960.00	\$6,043,735.00	\$916,217.00	\$12,233,545.00
2002-03	\$5,561,335.00	\$342,922.00	\$5,910,021.00	\$1,006,158.00	\$12,820,436.00
2003-04	\$5,633,952.00	\$342,970.00	\$6,105,795.00	\$1,158,709.00	\$13,241,425.00
2004-05	\$5,719,044.00	\$396,951.00	\$6,217,267.00	\$1,790,927.00	\$14,124,189.00
2005-06	\$5,791,005.00	\$327,708.00	\$5,934,060.00	\$1,344,086.00	\$13,396,859.00
2006-07	\$5,743,367.00	\$332,262.00	\$6,554,873.00	\$1,340,212.00	\$13,970,714.00
2007-08	\$5,765,550.00	\$267,705.00	\$6,933,024.00	\$1,428,082.00	\$14,394,361.00
2008-09	\$5,822,066.00	\$272,673.00	\$6,807,680.00	\$1,663,867.00	\$14,565,986.00
2009-10	\$5,461,496.00	\$275,313.00	\$6,626,588.00	\$1,877,142.00	\$14,240,539.00
2010-11	\$5,899,903.00	\$273,672.00	\$6,250,307.00	\$2,160,917.00	\$14,584,799.00



OPT-OUT FUNDS

YEAR	AMOUNT AVAILABLE	AMOUNT LEVIED
2003	\$700,000.00	\$600,000.00*
2004	\$700,000.00	\$550,000.00
2005	\$700,000.00	\$350,000.00
2006	\$700,000.00	\$250,000.00
2007	\$700,000.00	\$150,000.00
2008	\$700,000.00	0**
2009	\$700,000.00	0**
2010	\$700,000.00	0**
2011	\$700,000.00	\$200,000***

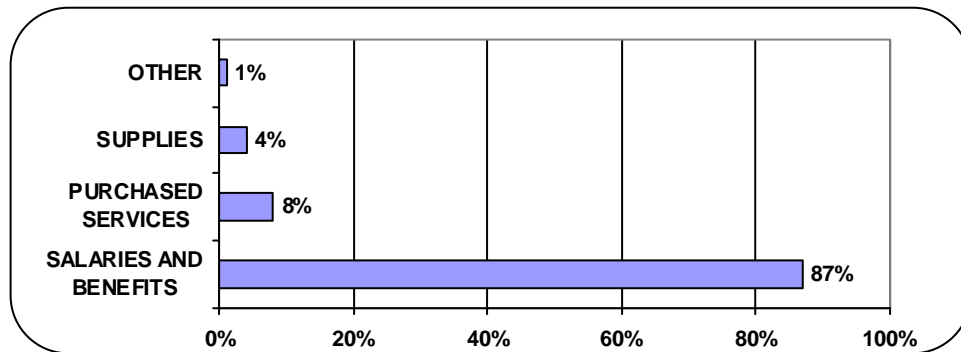
* Because the full amount of an opt out must be used in the first year, the Board of Education collected the \$700,000.00 in year 2002-03 but reduced its general levy that year by \$100,000.00 to reflect the actual need of \$600,000.00.

**Because the District promised, in the opt-out election in 2002, that it would levy opt-out dollars only to maintain current programming, the School Board levied no opt-out dollars for 2008, 2009 and 2010 since no cuts were necessary without those dollars.

***With the state Funding frozen for 2010-11 and subsequently cut in 2011-12 it has been necessary to begin using a portion of the available opt-out dollars to prevent educational program cuts.

EXPENDITURES

YEAR	SALARIES AND BENEFITS	PURCHASED SERVICES	SUPPLIES	OTHER	TOTAL
2001-02	\$ 9,985,232.00	\$1,244,241.00	\$ 698,277.00	\$ 82,083.00	\$12,009,833.00
2002-03	\$10,399,499.00	\$1,217,923.00	\$ 727,905.00	\$ 98,898.00	\$12,444,175.00
2003-04	\$10,578,115.00	\$1,267,548.00	\$ 702,974.00	\$105,038.00	\$12,653,675.00
2004-05	\$11,284,941.00	\$1,348,370.00	\$1,100,391.00	\$ 76,274.00	\$13,809,976.00
2005-06	\$11,088,364.00	\$1,315,544.00	\$ 709,911.00	\$170,373.00	\$13,284,192.00
2006-07	\$11,328,541.00	\$1,463,742.00	\$ 738,045.00	\$160,705.00	\$13,691,033.00
2007-08	\$11,639,862.00	\$1,600,547.00	\$ 855,207.00	\$133,910.00	\$14,229,526.00
2008-09	\$11,985,690.00	\$1,409,383.00	\$ 734,740.00	\$119,332.00	\$14,249,145.00
2009-10	\$12,201,176.00	\$1,297,632.00	\$ 1,031,301.00	\$187,677.00	\$14,717,786.00
2010-11	\$12,761,489.00	\$1,224,210.00	\$594,536.00	\$110,515.00	\$14,690,750.00



PER PUPIL COSTS GENERAL FUND

YEAR	DISTRICT PER PUPIL COST	STATE FINANCE FORMULA RATE PER PUPIL
2001-02	\$4,566.00	\$3,802.30
2002-03	\$4,797.00	\$3,889.19
2003-04	\$4,933.00	\$3,988.23
2004-05	\$5,591.00	\$4,086.56
2005-06	\$5,279.00	\$4,237.72
2006-07	\$5,472.29	\$4,418.85
2007-08	\$5,773.28	\$4,528.80
2008-09	\$5,986.84	\$4,664.66
2009-10	\$6,049.23	\$4,804.60
2010-11	\$5,917.81	\$4,804.60

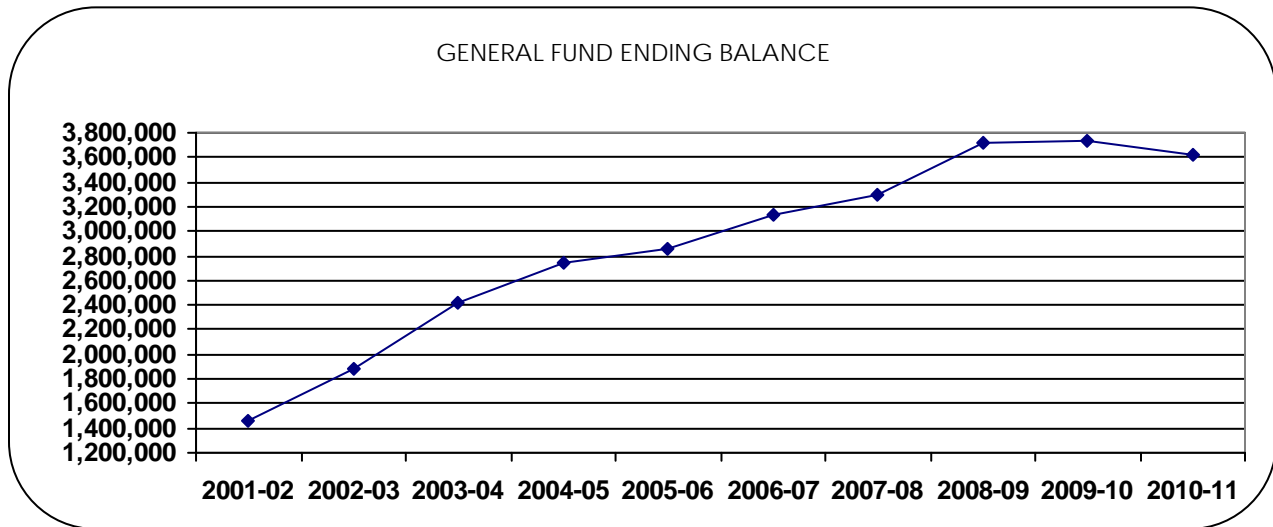
CAPITAL OUTLAY SPECIFIC EXPENDITURES

EXPENDITURE	AMOUNT
L.B. Williams Lease	\$345,528.00
Debt Payment*	\$1,734,820.00
Equipment Purchases	\$268,156
Building/Site Improvements**	\$1,073,952.00
Textbooks/Transportation	\$160,804.00
Total	\$3,583,260.00

*These are the payments for the capital outlay certificates that were issued for the Mitchell Senior High School addition in 1992, the construction of Gertie Belle Rogers Elementary School in 1994, and the construction of Longfellow Elementary School in 2009-10. This also includes the laptop computer purchases.

ENDING BALANCES FOR DIFFERENT ACCOUNTS

YEAR	GENERAL	CAPITAL OUTLAY	SPECIAL EDUCATION	FOOD SERVICE
2001-02	\$1,453,673.00	\$438,611.00	\$ 64,583.00	\$213,316.00
2002-03	\$1,838,911.00	\$746,851.00	\$ 214,455.00	\$191,963.00
2003-04	\$2,426,661.00	\$384,973.00	\$ 440,317.00	\$164,201.00
2004-05	\$2,740,875.00	\$447,029.00	\$ 461,090.00	\$111,321.00
2005-06	\$2,853,542.00	\$712,923.00	\$ 596,340.00	\$160,558.00
2006-07	\$3,133,221.00	\$972,780.00	\$ 730,269.00	\$229,944.00
2007-08	\$3,298,057.00	\$944,350.00	\$1,175,398.00	\$295,980.00
2008-09	\$3,723,044.00	\$436,765.00	\$1,184,432.00	\$299,324.00
2009-10	\$3,729,538.00	\$325,567.00	\$ 805,168.00	\$301,064.00
2010-11	\$3,623,588.00	\$760,782.00	\$1,039,357.00	\$258,104.00



SOLVENCY RATIO

The district's solvency ratio is determined by dividing the ending general fund balance by the total expenditures.

YEAR	SOLVENCY RATIO
2001-02	12.1%
2002-03	14.8%
2003-04	19.2%
2004-05	19.8%
2005-06	21.5%
2006-07	22.9%
2007-08	23.2%
2008-09	25.6%
2009-10	25.3%
2010-11	24.7%

ASBESTOS STATEMENT

In accordance with EPA regulations, Mitchell School District's buildings have been inspected for friable materials that contain asbestos. Friable asbestos containing material is not present in Mitchell School District's buildings. Records of inspections and locations of asbestos containing materials and a copy of relevant EPA regulations are available. All asbestos except for that in the floor tile at Mitchell Senior High School and Mitchell Middle School has been removed from district buildings.

This report card was prepared by Bobbie Schelske, with information received from the Superintendent of Schools, building principals and secretaries, Business Manager, Director of Buildings and Grounds, Activities Director, Director of Food Service, and Director of Special Services.