



MANCHESTER ELEMENTARY

200 Clark Street
Pinewood, SC 29125

Grades	PK-5 Elementary School	
Enrollment	510 Students	
Principal	Stella Hall	803-452-5454
Superintendent	Randolph D. Bynum, Sr.	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

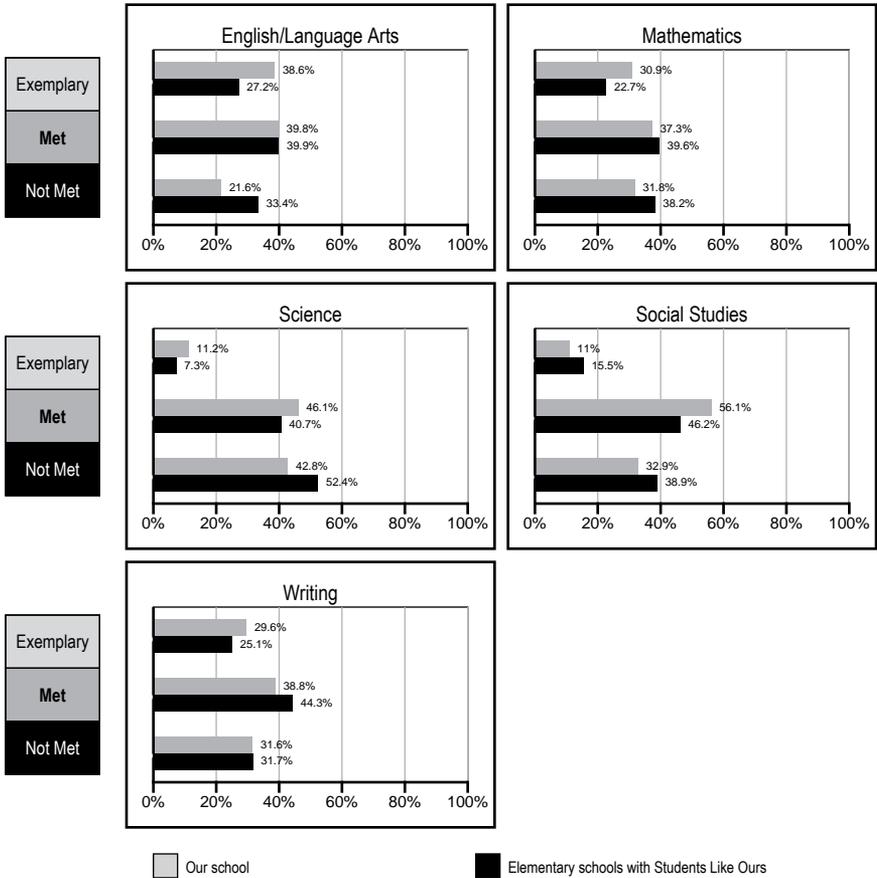
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	101	54	23

* 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=510)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 0.7%	1.5%	1.1%
Attendance rate	95.0%	Down from 96.1%	96.1%	96.2%
Served by gifted and talented program	18.1%	Up from 17.7%	5.7%	13.4%
With disabilities other than speech	7.1%	Down from 8.1%	4.3%	4.1%
Older than usual for grade	0.4%	Down from 0.5%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	58.6%	Up from 51.7%	61.7%	62.5%
Continuing contract teachers	89.7%	Up from 79.3%	82.8%	88.2%
Teachers returning from previous year	82.8%	Up from 81.0%	84.9%	87.8%
Teacher attendance rate	95.8%	Up from 95.4%	95.1%	95.2%
Average teacher salary*	\$42,764	Up 0.2%	\$45,139	\$46,773
Professional development days/teacher	12.1 days	Up from 11.8 days	10.5 days	10.5 days
School				
Principal's years at school	5.0	Up from 0.0	3.5	4.0
Student-teacher ratio in core subjects	25.2 to 1	Up from 22.5 to 1	17.6 to 1	19.9 to 1
Prime instructional time	90.0%	Down from 90.9%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,753	Up 0.6%	\$8,344	\$7,447
Percent of expenditures for instruction**	60.3%	Up from 60.0%	67.7%	68.4%
Percent of expenditures for teacher salaries**	57.3%	Up from 56.5%	64.2%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

This has been another exciting year at Manchester Elementary. We have participated in many initiatives and have earned several recognitions. We are proud to have accomplished Adequate Yearly Progress for seven years in a row and to be named a Palmetto Gold School by the State Department of Education. Our work with the Positive Behavior Intervention and Supports (PBIS) initiative garnered the Ribbon Award, also from the State Department of Education. Manchester is fully accredited and all staff members are highly qualified. We are able to accomplish these things because we are Manchester and Manchester Works!

Manchester works to have a school where students are prepared to learn and ready to meet the challenges of each day. We work to have a school where parents are actively involved and participate in their child's education by attending workshops and special events, and by encouraging school attendance, good homework habits, and excellent behavior. Through PBIS, we work for a safe and supportive environment across the entire day—whether it is on the playground, on the bus, in the hallways, or in the cafeteria.

Manchester works by utilizing the services of a curriculum coordinator who assists the administration in developing professional learning opportunities based on our population and needs. Opportunities have included Standards-Based Curriculum Delivery, Student Assistance, Technology-based Learning, Test Analysis, Fitness Initiatives, and Brain Research. Moreover, grade-level planning enhances professional collaboration and partnership.

Manchester works to foster good citizenship by contributing to and caring for the community. Service Learning and School to Work initiatives include My Community and Me, Shower Shaw with Cookies, Career Fair, and many other projects to raise awareness. Our philanthropic effort has been mainly geared toward the American Cancer Society and the Sumter County Relay for Life, but we have also made significant donations to the Heart Association, Jump Rope for Heart, and Pennies for Patients.

We strive each day to show that Manchester Works! Thank you for working with us and for giving us the opportunity to serve your child.

Dr. Laura M. Brown, Principal

Mrs. Miranda Sparks, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	81	49
Percent satisfied with learning environment	100.0%	90.1%	97.9%
Percent satisfied with social and physical environment	100.0%	88.8%	95.9%
Percent satisfied with school-home relations	92.9%	86.4%	89.8%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	254	100	21.5	39.7	38.8	86.1	79.4	82.4	Yes	Yes
Gender										
Male	129	100	18.5	40.3	41.1	87.1	75.3	78.7	N/A	N/A
Female	125	100	24.8	38.9	36.3	85	83.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	118	100	20.4	40.7	38.9	90.3	85.3	88.9	Yes	Yes
African American	119	100	24.8	40.4	34.9	80.7	74.8	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	97.4	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.7	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	86.1	83	I/S	I/S
Disability Status										
Disabled	40	100	56.4	35.9	7.7	59	42.5	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	230	100	22.5	39.4	38	85.9	76.7	75.4	Yes	Yes

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

All Students	254	100	31.6	37.6	30.8	78.5	80.8	81.9	Yes	Yes
Gender										
Male	129	100	30.6	36.3	33.1	82.3	78	79.9	N/A	N/A
Female	125	100	32.7	38.9	28.3	74.3	83.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	118	100	26.5	39.8	33.6	81.4	86.3	88.9	Yes	Yes
African American	119	100	40.4	35.8	23.9	73.4	76.5	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81.9	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	91.7	84.4	I/S	I/S
Disability Status										
Disabled	40	100	71.8	23.1	5.1	41	43.7	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	230	100	33.3	35.2	31.5	77.9	78.2	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	165	99.4	42.8	46.1	11.2	57.2	65.3	68.6
Gender								
Male	86	100	39	42.7	18.3	61	67.3	68.3
Female	79	98.7	47.1	50	2.9	52.9	63.1	68.9
Racial/Ethnic Group								
White	70	100	36.4	50	13.6	63.6	74.9	80.7
African American	85	98.8	49.4	40.3	10.4	50.6	58.4	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.4	61.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	78.6	70.8
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	23.8	31.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	50	60.7
Socio-Economic Status								
Subsidized meals	151	99.3	42.8	46.4	10.9	57.2	60.4	57.3
Social Studies								
All Students	165	100	32.7	56.4	10.9	67.3	68.4	72.5
Gender								
Male	79	100	29.9	54.5	15.6	70.1	68.3	72
Female	86	100	35.4	58.2	6.3	64.6	68.6	73.1
Racial/Ethnic Group								
White	83	100	32.1	55.6	12.3	67.9	74.4	81
African American	70	100	37.5	56.3	6.3	62.5	64	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.2	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.4	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	81	73.5
Disability Status								
Disabled	26	100	N/AV	N/AV	N/AV	42.3	36.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	46.7	69.7
Socio-Economic Status								
Subsidized meals	148	100	32.4	56.8	10.8	67.6	64.4	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	103	100	31.6	38.8	29.6	68.4	67.2	73.2	95	96.1
Gender										
Male	56	100	30.9	45.5	23.6	69.1	63	67.2	95.2	96
Female	47	100	32.6	30.2	37.2	67.4	71.7	79.4	94.8	96.3
Racial/Ethnic Group										
White	49	100	29.8	34	36.2	70.2	71.8	81.5	94.3	95.5
African American	47	100	36.4	45.5	18.2	63.6	62.7	61.3	95.7	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	87	97.9	96.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.3	66.7	96.1	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60	72.2	94.5	94.5
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	11.1	17.1	26	94.7	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76.9	65.7	96.7	97.1
Socio-Economic Status										
Subsidized meals	91	100	32.6	37.2	30.2	67.4	62.9	63.2	94.8	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	80	100	12.3	32.9	54.8	87.7
	4	94	100	30.7	38.6	30.7	69.3
	5	77	100	14.3	42.9	42.9	85.7
	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	77	100	25.4	32.4	42.3	74.6
	4	76	100	19.7	38	42.3	80.3
	5	101	100	20	46.3	33.7	80
	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	80	100	24.7	24.7	50.7	75.3
	4	94	100	37.5	45.5	17	62.5
	5	77	100	21.4	34.3	44.3	78.6
	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	77	100	43.7	35.2	21.1	56.3
	4	76	100	16.9	38	45.1	83.1
	5	101	100	33.7	38.9	27.4	66.3
	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	38	100	35.3	41.2	23.5	64.7
	4	94	100	45.5	47.7	6.8	54.5
	5	39	100	30.6	52.8	16.7	69.4
	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	39	100	68.6	25.7	5.7	31.4
	4	76	100	29.6	56.3	14.1	70.4
	5	50	98	43.5	45.7	10.9	56.5
	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

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	42	97.6	35.9	53.8	10.3	64.1
	4	94	100	37.5	58	4.5	62.5
	5	38	100	35.3	41.2	23.5	64.7
	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	38	100	55.6	38.9	5.6	44.4
	4	76	100	26.8	67.6	5.6	73.2
	5	51	100	24.5	53.1	22.4	75.5
	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
Writing							
2010	3	79	98.7	16.2	37.8	45.9	83.8
	4	94	100	40.4	39.3	20.2	59.6
	5	77	98.7	18.8	37.7	43.5	81.2
	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
2011	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	103	100	31.6	38.8	29.6	68.4
	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