



Manchester Elementary

200 Clark Street
Pinewood, SC 29125

Grades	PK-5 Elementary School	
Enrollment	537 Students	
Principal	Dr. Laura M. Brown	803-452-5454
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

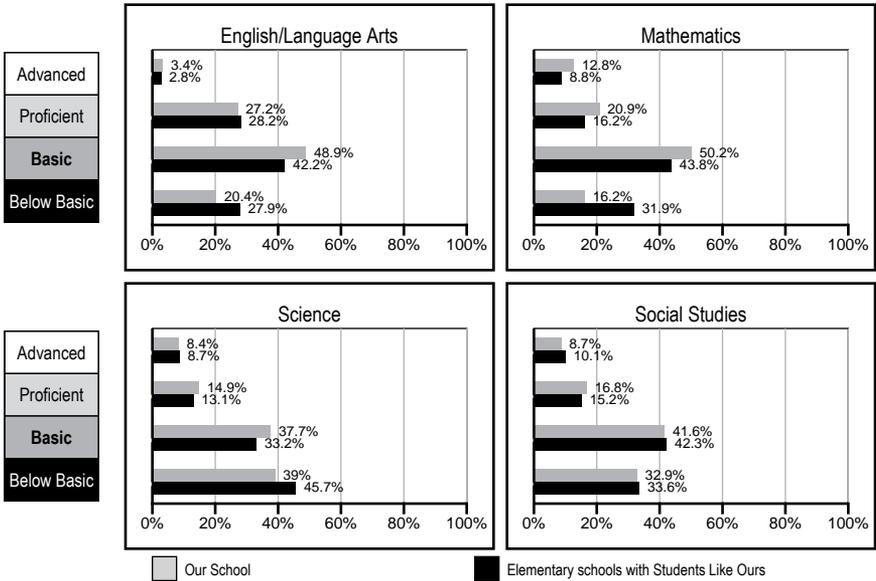
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	63	17

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=537)				
First graders who attended full-day kindergarten	100.0%	Up from 98.7%	100.0%	100.0%
Retention rate	1.9%	Down from 2.4%	3.0%	2.3%
Attendance rate	95.9%	Up from 95.2%	96.0%	96.3%
Eligible for gifted and talented	7.0%	Down from 8.6%	4.7%	10.4%
With disabilities other than speech	5.8%	Up from 5.7%	8.3%	7.5%
Older than usual for grade	1.4%	Down from 1.9%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	54.8%	Down from 55.9%	53.5%	56.7%
Continuing contract teachers	87.1%	Down from 88.2%	70.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.2%	Down from 91.2%	83.7%	86.4%
Teacher attendance rate	95.2%	Up from 93.6%	94.9%	94.9%
Average teacher salary	\$42,798	Up 2.0%	\$44,021	\$45,345
Professional development days/teacher	11.7 days	Down from 11.8 days	13.4 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 19.2 to 1	16.8 to 1	18.5 to 1
Prime instructional time	90.1%	Up from 87.7%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	79.9%	Down from 98.3%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,130	Down 1.6%	\$7,747	\$7,052
Percent of expenditures for instruction*	62.7%	Down from 64.5%	69.1%	69.1%
Percent of expenditures for teacher salaries*	60.4%	Up from 55.8%	62.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

It has been quite a year at Manchester Elementary with the Back to School Fair, Red Ribbon Week, Holiday Chorus Concert at Swan Lake, Black History program, extraordinary MAP test scores, gains on the Benchmarks, awards programs, book fairs, tutoring programs, field trips, and so much more! We are able to accomplish these things because we are Manchester and Manchester Works!

We work to have students come to school prepared to learn and ready to do what they need to do to reach their goals. We work to have a school where parents support the teachers and are involved in their children's education, either by visiting and participating in our activities or by helping with homework and encouraging their children to do their personal best at all times. We work to have teachers labor to bring excellent lessons that are rigorous and relevant. We work to have support staff who assist our teachers and always look out for every child, whether it's in the cafeteria, on the bus, or just walking down the hallways.

We utilize the services of a literacy coach, a curriculum coordinator and a math coach. These specialists assist 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, and Brain Research. Moreover, grade-level planning and internal learning labs enhance professional collaboration and partnership.

We want our children to be good citizens so we teach them to contribute to and care for the community. Service Learning and School to Work initiatives include My Community and Me, Recycling Rangers, Safety Patrol, Shower Shaw with Cookies, Career Fair, and many Earth Day projects to beautify the environment and 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 and Pennies for Patients.

We value our students and only want the very best for each one of them as we live out our mission: To prepare today's children for tomorrow's challenges. Manchester Works!

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	29	84	47
Percent satisfied with learning environment	89.7%	89.2%	89.1%
Percent satisfied with social and physical environment	96.6%	89.3%	80.4%
Percent satisfied with school-home relations	79.3%	89.3%	84.8%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

School Improvement Status

School Improvement Key

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

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	258	100	20.4	48.9	27.2	3.4	45.1	39.4	48.2	Yes	Yes
Gender											
Male	120	100	26.2	43.9	26.2	3.7	43.9	33.3	41.7	N/A	N/A
Female	138	100	15.6	53.1	28.1	3.1	46.1	45.9	55	N/A	N/A
Racial/Ethnic Group											
White	134	100	16.7	45	33.3	5	48.3	48.5	60	Yes	Yes
African American	117	100	22.9	55	20.2	1.8	42.2	33.3	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	54.8	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	21.4	47	I/S	I/S
Disability Status											
Disabled	27	100	50	34.6	11.5	3.8	23.1	16.7	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	207	100	23.9	47.9	25	3.2	42	35.3	34	Yes	Yes

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

All Students	258	100	16.2	50.2	20.9	12.8	52.3	38.2	45.8	Yes	Yes
Gender											
Male	120	100	16.8	43	22.4	17.8	58.9	38.6	45.6	N/A	N/A
Female	138	100	15.6	56.3	19.5	8.6	46.9	37.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	134	100	14.2	45	21.7	19.2	64.2	51.1	59	Yes	Yes
African American	117	100	18.3	56	21.1	4.6	40.4	29.7	26.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	48.4	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.6	46.2	I/S	I/S
Disability Status											
Disabled	27	100	57.7	26.9	11.5	3.8	23.1	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	207	100	19.7	50	21.8	8.5	47.3	33	31.4	Yes	Yes

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

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	171	100	39	37.7	14.9	8.4	23.4	30.8	35.7	95.9	96
Gender											
Male	78	100	29.4	38.2	20.6	11.8	32.4	33.3	37.4	95.6	95.8
Female	93	100	46.5	37.2	10.5	5.8	16.3	28.3	33.8	96.1	96.2
Racial/Ethnic Group											
White	89	100	32.1	33.3	19.8	14.8	34.6	44.9	49.2	95.1	95.5
African American	77	100	47.8	42	8.7	1.4	10.1	21.4	17	96.7	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.2	58	98.1	97.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	94.2	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.3	93.9
Disability Status											
Disabled	16	100	43.8	50	0	6.3	6.3	13.7	14	95.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.8	24.4	96.2	96.2
Socio-Economic Status											
Subsided meals	139	100	43.2	38.4	12.8	5.6	18.4	24.7	21.1	95.7	95.8
Social Studies											
All Students	174	100	32.9	41.6	16.8	8.7	25.5	25.8	34	95.9	96
Gender											
Male	83	100	33.3	40	13.3	13.3	26.7	27	36.6	95.6	95.8
Female	91	100	32.6	43	19.8	4.7	24.4	24.5	31.3	96.1	96.2
Racial/Ethnic Group											
White	92	100	29.8	39.3	19	11.9	31	33.9	44.5	95.1	95.5
African American	79	100	36.5	44.6	14.9	4.1	18.9	19.8	19.1	96.7	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.9	98.1	97.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	36.8	27.5	94.2	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	30.8	32.7	94.3	93.9
Disability Status											
Disabled	18	100	35.3	47.1	11.8	5.9	17.6	12.7	14.4	95.5	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	96.2	96.2
Socio-Economic Status											
Subsided meals	138	100	37	44.9	11.8	6.3	18.1	20.5	21	95.7	95.8

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

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	92	98.9	19.3	41	32.5	7.2	39.8	
	4	86	100	10.4	53.2	36.4	0	36.4	
	5	86	100	21.8	62.8	15.4	0	15.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	82	100	17.3	41.3	32	9.3	41.3	
	4	87	100	20	46.3	33.8	0	33.8	
	5	89	100	23.8	58.8	16.3	1.3	17.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	92	100	17.9	65.5	15.5	1.2	16.7	
	4	86	100	19.5	49.4	23.4	7.8	31.2	
	5	86	100	25.6	52.6	14.1	7.7	21.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	82	100	25.3	50.7	14.7	9.3	24	
	4	87	100	7.5	40	31.3	21.3	52.5	
	5	89	100	16.3	60	16.3	7.5	23.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	46	100	39	43.9	9.8	7.3	17.1	
	4	86	100	44.2	26	26	3.9	29.9	
	5	43	100	51.2	36.6	9.8	2.4	12.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	54.3	28.6	8.6	8.6	17.1	
	4	87	100	30	40	18.8	11.3	30	
	5	45	100	43.6	41	12.8	2.6	15.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	46	100	20.9	60.5	11.6	7	18.6	
	4	86	100	26	49.4	19.5	5.2	24.7	
	5	43	100	40.5	43.2	10.8	5.4	16.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	30	47.5	15	7.5	22.5	
	4	87	100	27.5	43.8	22.5	6.3	28.8	
	5	44	100	46.3	31.7	7.3	14.6	22	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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