

## MANCHESTER ELEMENTARY

200 Clark Street  
Pinewood, SC 29125

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	489 Students	
<b>Principal</b>	Dr. Laura M. Brown	803-452-5454
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Excellent*</b>
2009	Average	Average
2008	Below Average	Good
2007	Average	Below Average
2006	Average	At-Risk

\* The School's 2010 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 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 GOAL

By 2010, SC'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.

## 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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

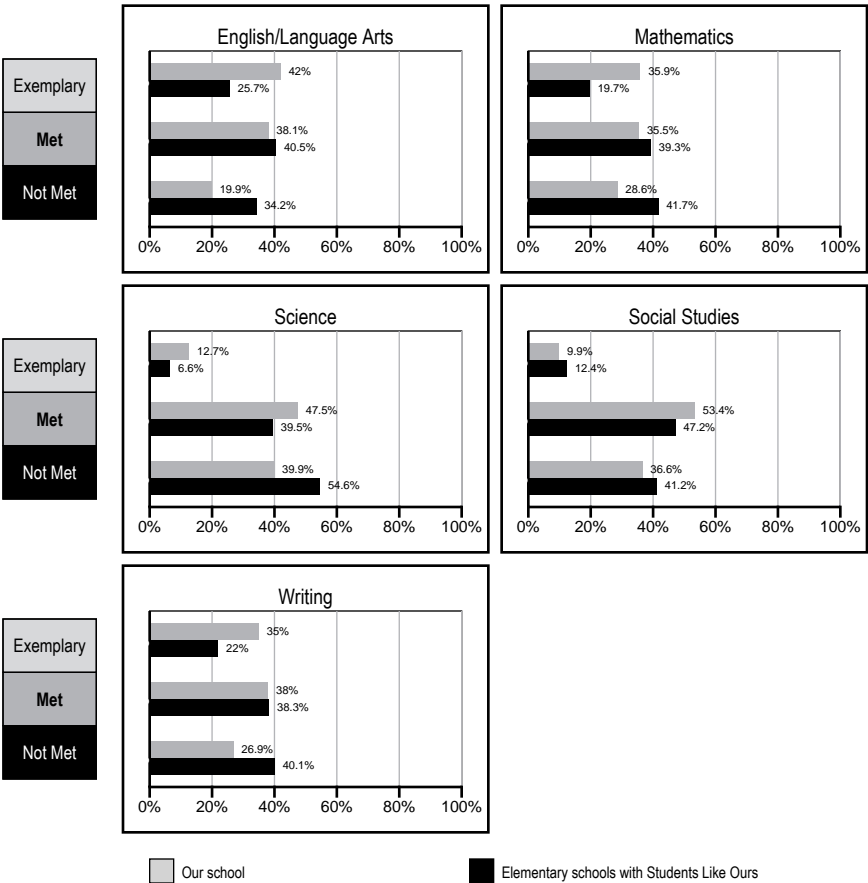
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	97	59	24

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=489)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 0.8%	1.5%	1.2%
Attendance rate	96.1%	Up from 95.5%	95.8%	96.1%
Eligible for gifted and talented	17.7%	Up from 13.1%	4.8%	11.7%
With disabilities other than speech	8.1%	Up from 7.1%	8.5%	8.0%
Older than usual for grade	0.5%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	51.7%	Up from 46.9%	60.0%	60.5%
Continuing contract teachers	79.3%	Up from 71.9%	80.0%	84.6%
Teachers with emergency or provisional certificates	4.2%	Up from 3.8%	0.0%	0.0%
Teachers returning from previous year	81.0%	Down from 83.9%	83.9%	87.0%
Teacher attendance rate	95.4%	Up from 95.0%	95.4%	95.4%
Average teacher salary*	\$42,679	Up 1.8%	\$45,358	\$47,288
Professional development days/teacher	11.8 days	Down from 12.7 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	0.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 18.9 to 1	17.3 to 1	19.2 to 1
Prime instructional time	90.9%	Up from 89.6%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,716	Up 2.4%	\$8,566	\$7,548
Percent of expenditures for instruction**	60.0%	Down from 64.1%	68.0%	68.7%
Percent of expenditures for teacher salaries**	56.5%	Up from 45.8%	62.5%	65.1%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

This has been an 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 6 years in a row and to be named as a charter member of the National Elementary Honor Society. 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. 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 Fairs, 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 American 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**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	33	66	49
Percent satisfied with learning environment	97.0%	74.2%	83.3%
Percent satisfied with social and physical environment	100.0%	75.8%	85.4%
Percent satisfied with school-home relations	84.8%	75.8%	85.1%

\* 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	251	100	19.9	38.1	42	87.9	82.1	83.5	Yes	Yes
<b>Gender</b>										
Male	126	100	22	35.6	42.4	85.6	77.7	80.1	N/A	N/A
Female	125	100	17.7	40.7	41.6	90.3	86.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	134	100	18.3	30	51.7	86.7	86.9	89.6	Yes	Yes
African American	108	100	22.5	46.1	31.4	89.2	78.3	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.4	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	88.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78.6	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	63	29.6	7.4	48.1	51.6	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.8	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	218	100	21	40.5	38.5	88	79.9	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	251	100	28.6	35.5	35.9	83.1	77.8	80.4	Yes	Yes
<b>Gender</b>										
Male	126	100	23.7	39	37.3	86.4	75.4	78.4	N/A	N/A
Female	125	100	33.6	31.9	34.5	79.6	80.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	134	100	25.8	27.5	46.7	84.2	83.5	87.8	Yes	Yes
African American	108	100	30.4	44.1	25.5	80.4	73.4	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.3	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	87.8	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	74.1	22.2	3.7	33.3	42.6	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	86.5	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	218	100	29.5	35.5	35	83	75	72.8	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
<b>Science</b>								
All Students	171	100	39.9	47.5	12.7	60.1	63.2	67.3
<b>Gender</b>								
Male	88	100	39	46.3	14.6	61	63.1	66.9
Female	83	100	40.8	48.7	10.5	59.2	63.3	67.7
<b>Racial/Ethnic Group</b>								
White	87	100	34.2	49.4	16.5	65.8	74.2	79.6
African American	77	100	45.8	44.4	9.7	54.2	54.9	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.5	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.6	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	58.3	69.5
<b>Disability Status</b>								
Disabled	22	100	80	15	5	20	28.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	55.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	152	100	42.1	45.7	12.1	57.9	58.4	55.4
<b>Social Studies</b>								
All Students	174	99.4	36.6	53.4	9.9	63.4	67.7	70.9
<b>Gender</b>								
Male	92	100	29.9	58.6	11.5	70.1	67.4	70.1
Female	82	98.8	44.6	47.3	8.1	55.4	68	71.7
<b>Racial/Ethnic Group</b>								
White	94	100	33.3	56	10.7	66.7	71.8	79.2
African American	72	98.6	42	50.7	7.2	58	63.8	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.2	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	26	100	N/A	N/A	N/A	15	34.6	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.5	68
<b>Socio-Economic Status</b>								
Subsidized meals	148	99.3	37.5	52.9	9.6	62.5	64	60.8

Abbreviations for Missing Data

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**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
<b>Writing</b>										
All Students	250	99.2	26.3	38.4	35.3	73.7	67.7	72.1	96.1	96.3
<b>Gender</b>										
Male	125	98.4	29.9	37.6	32.5	70.1	60.3	65.2	96.1	96.1
Female	125	100	22.6	39.1	38.3	77.4	75.6	79.2	96.1	96.4
<b>Racial/Ethnic Group</b>										
White	132	98.5	23.5	32.8	43.7	76.5	73.1	80.8	95.4	95.8
African American	109	100	30.8	42.3	26.9	69.2	62.8	59.7	97	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.6	87	98.3	97.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	85.4	64.6	93.1	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	66.7	73.4	94.4	94.9
<b>Disability Status</b>										
Disabled	32	96.9	N/AV	N/AV	N/AV	22.2	24	27.7	96.5	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73	63.7	95.7	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	219	99.1	27.2	39.1	33.7	72.8	64.5	61.9	95.9	96.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	93	100	30.6	35.3	34.1	69.4
	4	87	100	33.3	41	25.6	66.7
	5	96	100	23.6	52.8	23.6	76.4
	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
<b>2010</b>	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
<b>Mathematics</b>							
<b>2009</b>	3	93	100	47.1	34.1	18.8	52.9
	4	87	100	17.9	44.9	37.2	82.1
	5	96	100	21.3	42.7	36	78.7
	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
<b>2010</b>	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
<b>Science</b>							
<b>2009</b>	3	47	100	62.8	27.9	9.3	37.2
	4	87	100	30.8	50	19.2	69.2
	5	48	100	29.5	52.3	18.2	70.5
	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
<b>2010</b>	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	46	100	47.6	40.5	11.9	52.4
	4	87	100	29.5	65.4	5.1	70.5
	5	48	100	26.7	60	13.3	73.3
	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
<b>2010</b>	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
<b>Writing</b>							
<b>2009</b>	3	92	100	47.1	27.1	25.9	52.9
	4	89	100	31.3	46.3	22.5	68.8
	5	97	100	26.1	53.3	20.7	73.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	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

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