



Manchester Elementary

200 Clark Street
Pinewood, SC 29125

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 522 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2009 | Average | Average |
| 2008 | Below Average | Good |
| 2007 | Average | Below Average |
| 2006 | Average | At-Risk |
| 2005 | 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 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

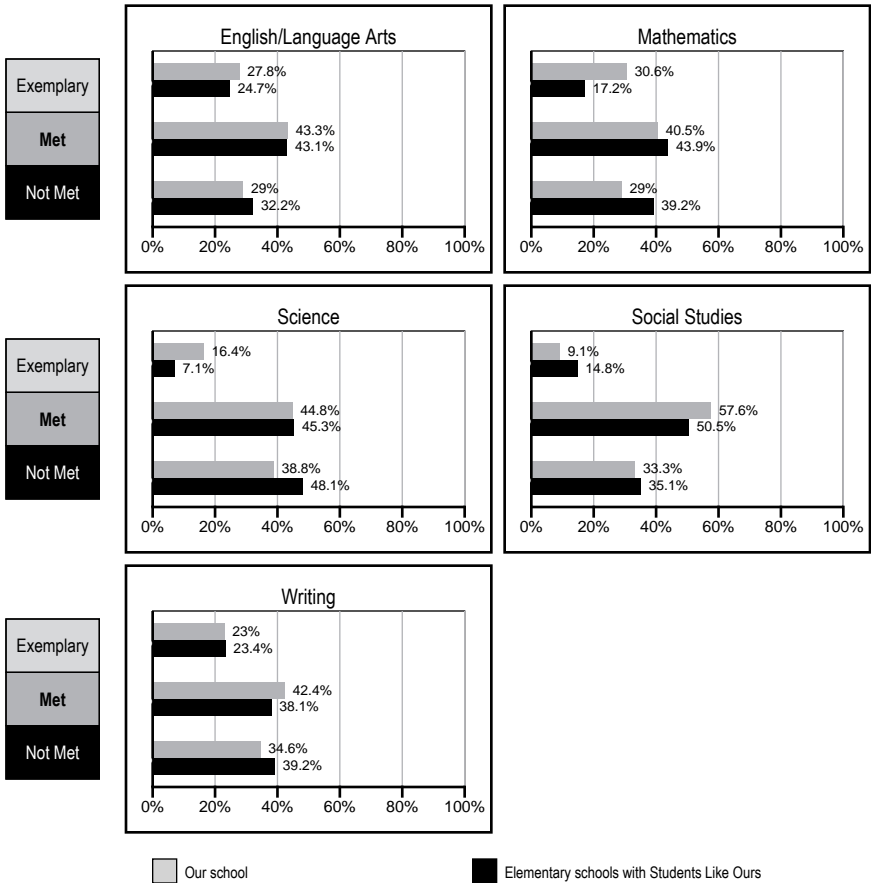
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1 | 4 | 90 | 51 | 15 |

* Ratings are calculated with data available by 06/01/2010.

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=522) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.8% | Down from 1.9% | 2.3% | 1.9% |
| Attendance rate | 95.5% | Down from 95.9% | 96.1% | 96.3% |
| Eligible for gifted and talented | 13.1% | Up from 7.0% | 5.1% | 10.0% |
| With disabilities other than speech | 7.1% | Up from 5.8% | 8.2% | 7.7% |
| Older than usual for grade | 0.5% | Down from 1.4% | 0.9% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=32) | | | | |
| Teachers with advanced degrees | 46.9% | Down from 54.8% | 57.1% | 59.4% |
| Continuing contract teachers | 71.9% | Down from 87.1% | 73.9% | 80.0% |
| Teachers with emergency or provisional certificates | 3.8% | Up from 0.0% | 0.0% | 0.0% |
| Teachers returning from previous year | 83.9% | Down from 87.2% | 83.9% | 85.9% |
| Teacher attendance rate | 95.0% | Down from 95.2% | 95.1% | 95.1% |
| Average teacher salary* | \$41,913 | Down 2.1% | \$45,857 | \$47,149 |
| Professional development days/teacher | 12.7 days | Up from 11.7 days | 10.9 days | 11.1 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.9 to 1 | Down from 19.3 to 1 | 17.4 to 1 | 18.8 to 1 |
| Prime instructional time | 89.6% | Down from 90.1% | 90.1% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 79.9% | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Good | Excellent |
| Dollars spent per pupil** | \$6,558 | Up 7.0% | \$8,292 | \$7,458 |
| Percent of expenditures for instruction** | 64.1% | Up from 62.7% | 68.4% | 68.8% |
| Percent of expenditures for teacher salaries** | 45.8% | Down from 60.4% | 62.2% | 63.2% |

* 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. Most recently, Manchester was awarded the Palmetto Silver Award for student achievement. We also achieved Adequate Yearly Progress. 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 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 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 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 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 | 32 | 89 | 40 |
| Percent satisfied with learning environment | 100.0% | 72.4% | 86.8% |
| Percent satisfied with social and physical environment | 100.0% | 65.5% | 75.0% |
| Percent satisfied with school-home relations | 90.3% | 71.9% | 85.0% |

* 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. 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 | 5.0% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.5% | 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 = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 276 | 100 | 29 | 43.3 | 27.8 | 84.1 | 81.4 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 144 | 100 | 28.6 | 41.3 | 30.2 | 84.1 | 77.6 | 79.3 | N/A | N/A |
| Female | 132 | 100 | 29.4 | 45.2 | 25.4 | 84.1 | 85.4 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 141 | 100 | 22.3 | 43.8 | 33.8 | 86.9 | 87.7 | 89.5 | Yes | Yes |
| African American | 126 | 100 | 36.3 | 42.5 | 21.2 | 80.5 | 76.8 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 96.8 | 92.3 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 83.7 | 76.5 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 75 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 35 | 100 | 50 | 40 | 10 | 73.3 | 52.5 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 74.3 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 228 | 100 | 32.5 | 42.2 | 25.2 | 81.1 | 78.4 | 75.5 | Yes | Yes |

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

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 276 | 100 | 29 | 40.5 | 30.6 | 80.6 | 76.1 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 144 | 100 | 31.7 | 31 | 37.3 | 78.6 | 73.7 | 77 | N/A | N/A |
| Female | 132 | 100 | 26.2 | 50 | 23.8 | 82.5 | 78.5 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 141 | 100 | 25.4 | 33.1 | 41.5 | 83.1 | 83.5 | 87.2 | Yes | Yes |
| African American | 126 | 100 | 33.6 | 46.9 | 19.5 | 77.9 | 70.4 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 90.3 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 85.9 | 76 | I/S | I/S |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 68.8 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 35 | 100 | 70 | 20 | 10 | 40 | 38.4 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 74.3 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 228 | 100 | 31.1 | 43.2 | 25.7 | 78.2 | 71.9 | 70.2 | 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 | 182 | 100 | 38.8 | 44.8 | 16.4 | 61.2 | 62.8 | 67.5 |
| Gender | | | | | | | | |
| Male | 95 | 100 | 35.8 | 42 | 22.2 | 64.2 | 63.5 | 67 |
| Female | 87 | 100 | 41.7 | 47.6 | 10.7 | 58.3 | 62.1 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 96 | 100 | 28.4 | 46.6 | 25 | 71.6 | 75.7 | 79.5 |
| African American | 80 | 100 | 52.1 | 42.3 | 5.6 | 47.9 | 52.8 | 50.3 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 85 | 84.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 79.7 | 60.7 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 54.5 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 21 | 100 | 61.1 | 27.8 | 11.1 | 38.9 | 33.8 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 69.6 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 148 | 100 | 44.7 | 42.4 | 12.9 | 55.3 | 57.4 | 55.1 |
| Social Studies | | | | | | | | |
| All Students | 181 | 100 | 33.3 | 57.6 | 9.1 | 66.7 | 68.5 | 72.3 |
| Gender | | | | | | | | |
| Male | 92 | 100 | 35.8 | 55.6 | 8.6 | 64.2 | 67.5 | 71.5 |
| Female | 89 | 100 | 31 | 59.5 | 9.5 | 69 | 69.5 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 89 | 100 | 30.5 | 58.5 | 11 | 69.5 | 74.4 | 80.7 |
| African American | 86 | 100 | 37.7 | 54.5 | 7.8 | 62.3 | 63.6 | 60 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | 100 | 88.5 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 82.1 | 68 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 23 | 100 | N/AV | N/AV | N/AV | 45 | 39.5 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 73.9 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 152 | 100 | 35.8 | 55.5 | 8.8 | 64.2 | 64.3 | 62.1 |

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 | 278 | 100 | 34.6 | 42.4 | 23 | 65.4 | 63.2 | 70.2 | 95.5 | 96 |
| Gender | | | | | | | | | | |
| Male | 143 | 100 | 41.9 | 38.8 | 19.4 | 58.1 | 55.3 | 63.2 | 95.6 | 95.8 |
| Female | 135 | 100 | 27.3 | 46.1 | 26.6 | 72.7 | 71.6 | 77.5 | 95.5 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 140 | 100 | 33.3 | 42.4 | 24.2 | 66.7 | 68.8 | 79.1 | 94.6 | 95.3 |
| African American | 129 | 100 | 35.3 | 44 | 20.7 | 64.7 | 58.6 | 57.6 | 96.5 | 96.5 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 79.4 | 86.2 | 97.6 | 97.1 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 77.2 | 62.6 | 94.8 | 95.5 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 56.3 | 68.7 | 97.1 | 95.7 |
| Disability Status | | | | | | | | | | |
| Disabled | 34 | 100 | 73.3 | 23.3 | 3.3 | 26.7 | 21.1 | 26.1 | 95.8 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 54.7 | N/A | 99.9 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 68.4 | 61.2 | 94.7 | 95.9 |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 230 | 100 | 38.1 | 39.5 | 22.4 | 61.9 | 58.3 | 58.9 | 95.3 | 95.7 |

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 | | | | | | | |
| 2009 | 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 |
| Mathematics | | | | | | | |
| 2009 | 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 |
| Science | | | | | | | |
| 2009 | 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 |
| Social Studies | | | | | | | |
| 2009 | 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 |
| Writing | | | | | | | |
| 2009 | 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 |

Abbreviations for Missing Data

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