

Manning Elementary

311 W. Boyce Street
Manning, South Carolina

Grades	4-6 Elementary School	
Enrollment	694 Students	
Principal	Jerry Coker	803-435-5066
Superintendent	John Tindal	803-435-4435
Board Chair	Robert Fleming	803-435-4435

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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.

http://ed.sc.gov
http://www.sceoc.org

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

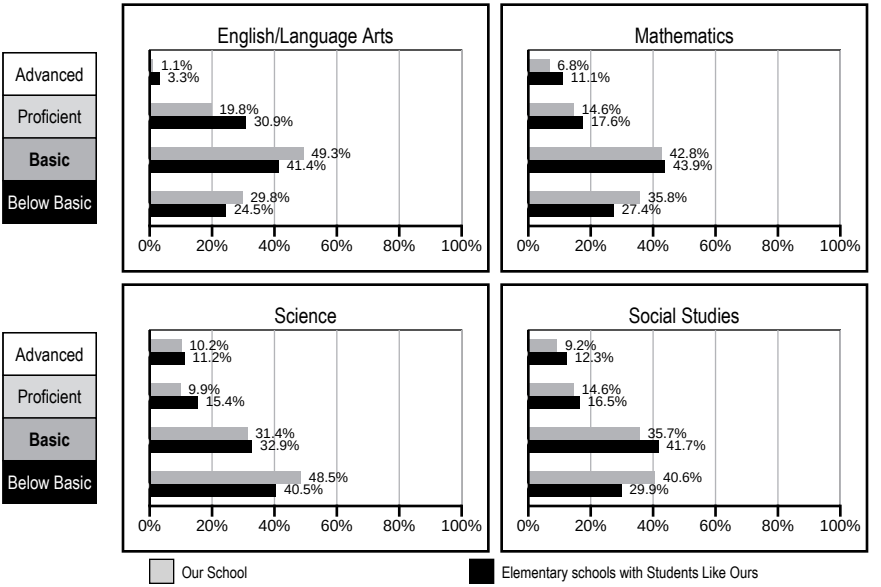
Percent of students tested in 2007-08 whose 2006-07 test scores were located	97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	30	57	3

* 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=694)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.7%	Down from 2.6%	2.8%	2.3%
Attendance rate	95.8%	Up from 95.7%	96.0%	96.3%
Eligible for gifted and talented	6.3%	Down from 9.1%	6.5%	10.4%
With disabilities other than speech	17.9%	Down from 18.0%	8.9%	7.5%
Older than usual for grade	4.2%	Up from 2.4%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	44.2%	Up from 33.3%	53.8%	56.7%
Continuing contract teachers	83.7%	Up from 83.3%	75.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.4%	0.0%	0.0%
Teachers returning from previous year	85.5%	Up from 82.4%	86.0%	86.4%
Teacher attendance rate	94.8%	Down from 95.1%	94.8%	94.9%
Average teacher salary	$42,041	Up 6.3%	$44,455	$45,345
Professional development days/teacher	5.9 days	Down from 12.2 days	12.9 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.5	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 15.5 to 1	18.1 to 1	18.5 to 1
Prime instructional time	88.8%	Down from 89.0%	89.0%	89.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.2%	Up from 86.6%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	$6,088	Up 7.1%	$7,368	$7,052
Percent of expenditures for instruction*	64.6%	Down from 68.4%	69.1%	69.1%
Percent of expenditures for teacher salaries*	59.6%	Down from 64.1%	63.9%	64.2%

* 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

Manning Elementary School is home to 684 students in grades 4, 5, and 6. Our school-wide theme is: MES ROARS (Racing On the Academic Road to Success). We have implemented two computer based programs to help increase reading comprehension. The two programs are Reading Coach and Success Maker. Both of these technology programs are standards based to help individual students achieve higher according to their individual ability. Both programs provided data that allowed teachers to see student gains. Teachers were able to use data to increase rigor in their classrooms.

Manning Elementary School continues to implement a school-wide discipline plan designed by the late Dr. Terry Alderman. This plan continues to be very successful with reducing the number of discipline referrals, suspensions, and student attendance. We feel that this plan will directly impact our PACT scores.

In September 2007, Manning Elementary School teachers and administrators traveled to visit the Ron Clark Academy in Atlanta, Georgia. Teachers and administrators were introduced to a new way of dealing with under privileged students. The Monarch Cloggers were invited to become an All-Health Team in accordance with DHEC and WIS-TV. Students were filmed and aired on WIS-TV. This year there were various activities that took place to involve students and parents, such as Colonial Day, field trips, author visits, Career Day guest speakers, and Rex Smith known as the Matter Man. In the fifth grade, students had the opportunity to have two teachers who were teamed together or they could have one teacher who taught all subjects. Parents seemed to like having this opportunity.

This year Manning Elementary School also piloted a single-gender class program entitled Junior Project Gold in the fourth and fifth grades. This program was designed to teach leadership skills to at-risk students.

Our school continues to participate in a district-wide Character Education Program. Our students are constantly encouraged to display good character traits. The administrative staff used Just Do It tickets to reward good behavior and high academic achievements.

We feel that all stakeholders have a responsibility in making our school successful, and we are working toward this goal.

Laura Hendrix, SIC chairperson
Jerry L. Coker, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	200	107
Percent satisfied with learning environment	81.8%	80.9%	78.8%
Percent satisfied with social and physical environment	95.5%	80.4%	79.4%
Percent satisfied with school-home relations	71.4%	86.9%	72.0%

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

School Adequate Yearly Progress	NO

This school met 14 out of 21 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	Plan to Restructure

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	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	95.8%	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

Manning Elementary											02/16/09-1402013
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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	684	99.9	29.2	49.2	19.9	1.7	34.1	31.8	48.2	No	Yes
Gender											
Male	343	99.7	35.5	47.8	15.4	1.2	27.8	26.2	41.7	N/A	N/A
Female	341	100	23	50.6	24.2	2.1	40.3	37.7	55	N/A	N/A
Racial/Ethnic Group											
White	220	100	16.3	49	31.3	3.4	51.4	48.5	60	Yes	Yes
African American	436	99.8	35.1	49.3	14.7	0.9	25.1	24.2	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	21	100	47.1	47.1	5.9	0	35.3	35	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	150	100	53.7	36.9	6.7	2.7	16.8	12.8	16	No	Yes
Migrant Status											
Migrant	2	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	20	100	50	43.8	6.3	0	31.3	35.1	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	521	100	35.4	47.2	16.4	1	28	27.3	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	684	99.9	35.2	42.5	15.3	7	32.6	28.8	45.8	No	Yes
Gender											
Male	343	99.7	38	39.5	17.3	5.2	31.8	27.5	45.6	N/A	N/A
Female	341	100	32.4	45.5	13.3	8.8	33.3	30.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	220	100	14.9	41.8	28.4	14.9	58.7	52	59	Yes	Yes
African American	436	99.8	45	42.7	9	3.3	19.9	18.5	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	21	100	47.1	41.2	5.9	5.9	23.5	32.5	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	150	100	56.4	30.9	11.4	1.3	23.5	15.8	17.1	Yes	Yes
Migrant Status											
Migrant	2	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	20	100	43.8	43.8	6.3	6.3	25	35.1	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	521	100	42	41.6	10.4	6	24.4	21.6	31.4	No	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

Manning Elementary											02/16/09-1402013
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	459	100	47.6	31.5	9.8	11.1	20.9	21.4	35.7	95.8	95.6
Gender											
Male	221	100	48.8	30.1	8.1	12.9	21.1	22.6	37.4	95.4	95.3
Female	238	100	46.6	32.8	11.2	9.5	20.7	20.3	33.8	96.2	95.9
Racial/Ethnic Group											
White	152	100	22.8	38.6	15.2	23.4	38.6	40.4	49.2	94.7	94.5
African American	287	100	60.1	28.4	6.8	4.7	11.5	12.4	17	96.3	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.9	97.6
Hispanic	15	100	76.9	15.4	7.7	0	7.7	17.2	24.9	94.7	95.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.6	94.9
Disability Status											
Disabled	106	100	60	26.7	4.8	8.6	13.3	11.2	14	95.2	95.1
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	95.3	95.3
English Proficiency											
Limited English Proficient	14	100	83.3	8.3	8.3	0	8.3	18.5	24.4	95.3	95.6
Socio-Economic Status											
Subsized meals	349	100	56.7	27.9	8.3	7.1	15.4	16.6	21.1	95.6	95.4
Social Studies											
All Students	453	100	40.2	36	14.7	9.1	23.7	19.3	34	95.8	95.6
Gender											
Male	228	100	40.7	33.6	16.4	9.3	25.7	21.6	36.6	95.4	95.3
Female	225	100	39.8	38.4	13	8.8	21.8	16.9	31.3	96.2	95.9
Racial/Ethnic Group											
White	141	100	22.3	30.8	26.9	20	46.9	35.5	44.5	94.7	94.5
African American	294	100	47.5	38.7	9.2	4.6	13.7	12.6	19.1	96.3	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.9	97.6
Hispanic	14	100	66.7	25	8.3	0	8.3	17.9	27.5	94.7	95.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.6	94.9
Disability Status											
Disabled	97	100	56.3	31.3	11.5	1	12.5	9.2	14.4	95.2	95.1
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	95.3	95.3
English Proficiency											
Limited English Proficient	13	100	72.7	27.3	0	0	0	16	27.3	95.3	95.6
Socio-Economic Status											
Subsized meals	345	100	47	36.3	10.7	6.1	16.8	14.7	21	95.6	95.4

***** 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

Manning Elementary 02/16/09-1402013

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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	239	99.6	23	48.6	26.1	2.3	28.4
	5	232	99.6	43.9	43.9	11.8	0.5	12.2
	6	254	100	32	44	19.9	4.1	24.1
	7	N/A	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
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	231	100	19.3	52.3	26.6	1.8	28.4
	5	226	100	32.1	50.7	16.7	0.5	17.2
	6	227	99.6	36.2	44.8	16.3	2.7	19
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	239	100	30.9	40.8	18.4	9.9	28.3
	5	232	100	42.3	42.8	9.9	5	14.9
	6	254	100	22	41.9	22.8	13.3	36.1
	7	N/A	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
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	231	100	32.1	47.2	15.1	5.5	20.6
	5	226	100	35.3	47.4	11.6	5.6	17.2
	6	227	99.6	38	33	19	10	29
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	239	100	43.5	32.3	13	11.2	24.2
	5	115	100	59.1	22.7	8.2	10	18.2
	6	126	99.2	44	30.2	12.9	12.9	25.9
	7	N/A	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
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	230	100	42.4	37.8	11.5	8.3	19.8
	5	114	100	53.2	27.9	4.5	14.4	18.9
	6	115	100	52.2	23	11.5	13.3	24.8
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	239	100	32.7	42.2	14.8	10.3	25.1
	5	117	100	62.5	25.9	6.3	5.4	11.6
	6	134	100	30.3	58	10.1	1.7	11.8
	7	N/A	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
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	229	100	35.6	39.4	15.7	9.3	25
	5	111	100	45.2	28.8	14.4	11.5	26
	6	113	100	44.5	36.4	12.7	6.4	19.1
	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

Abbreviations for Missing Data

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