

Manning Junior High

1101 W. L. Hamilton Road
Manning, South Carolina

Grades	7-8 Middle School	
Enrollment	493 Students	
Principal	J. Preston Threatt	803-435-8195
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	**At-Risk**	**At-Risk**
2007	Below Average	At-Risk
2006	Below Average	Good
2005	Below Average	Good
2004	Below Average	Below Average

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

Manning Junior High 03/02/09-1402011

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

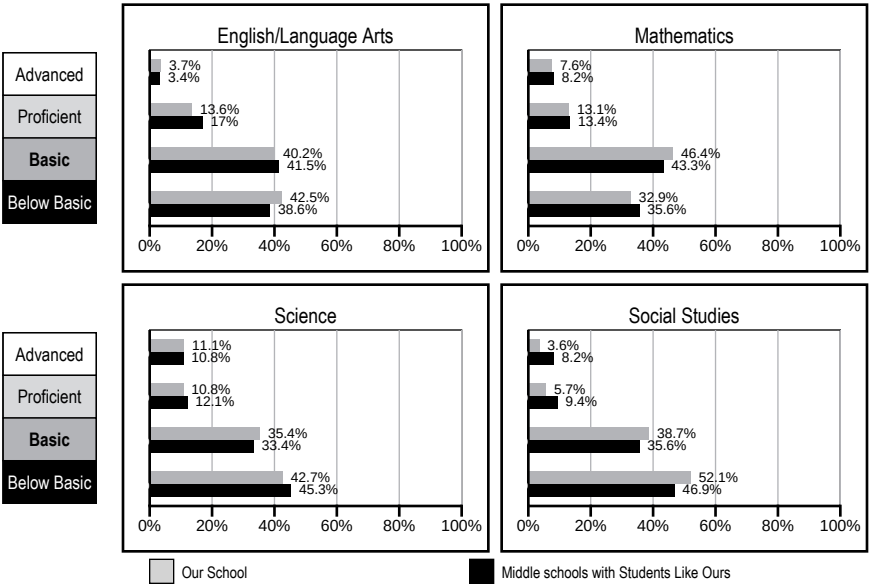
Percent of students tested in 2007-08 whose 2006-07 test scores were located	97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	18	23

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	92.8
English 1	95.3	94.1
Physical Science	0	0
All Subjects	97.7	91.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=493)				
Students enrolled in high school credit courses (grades 7 & 8)	9.7%	Down from 13.3%	13.3%	19.4%
Retention rate	2.0%	Down from 8.6%	2.6%	1.8%
Attendance rate	94.3%	Down from 95.8%	95.1%	95.8%
Eligible for gifted and talented	11.1%	Down from 12.2%	10.0%	15.3%
With disabilities other than speech	17.4%	Up from 15.0%	14.0%	12.9%
Older than usual for grade	8.7%	Up from 4.5%	5.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	55.6%	Up from 54.3%	53.4%	55.0%
Continuing contract teachers	58.3%	Up from 51.4%	59.6%	70.6%
Teachers with emergency or provisional certificates	12.9%	Up from 10.0%	14.1%	5.4%
Teachers returning from previous year	78.9%	Up from 76.1%	78.9%	83.4%
Teacher attendance rate	94.9%	Down from 96.0%	94.9%	94.9%
Average teacher salary	$41,800	Up 2.1%	$44,651	$44,706
Professional development days/teacher	12.4 days	Down from 12.6 days	11.7 days	11.8 days
School				
Principal's years at school	5.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 19.8 to 1	18.1 to 1	20.1 to 1
Prime instructional time	86.4%	Down from 89.0%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	94.9%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	$7,356	Up 20.3%	$7,615	$7,097
Percent of expenditures for instruction*	59.9%	Down from 62.2%	63.8%	64.4%
Percent of expenditures for teacher salaries*	51.8%	Down from 56.9%	58.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The students at Manning Junior High School are placed on teaching teams in which they rotate as a group to each of the core subjects. Teachers are able to assess the needs of the students as they work together as a team. Students are grouped according to assessment data including PACT and MAP scores. The Gifted and Talented students are served through the science and social studies classes. The Exceptional Needs students are mainstreamed into regular classrooms for science and social studies.

The school is continuing its commitment to becoming a professional learning community through staff development activities with SERVE, MSU Math/Science Coach, FMU, and other agencies as the opportunities become available. We will also maintain our school-wide focus on improving literacy and human relation skills.

Extra-curricular activities and opportunities for parents and students are offered throughout the year. These include workshops for grandparents, special services, gifted and talented, and PACT preparation. Students are able to participate in Student Council, South Carolina Junior Scholars, Duke Talent Search, Math/Science Parent Night, PACT Fun Night, open house, parent visitations, Career Day, band, and field trips. Students can also participate in sports including football, basketball, track, golf, softball, baseball, and cheerleading.

Teachers, parents, students, and the community have accepted the challenge of utilizing effective research-based methods and strategies of comprehensive school reform. This commitment along with the implemented changes will result in improved standardized test scores, State School Report Card, and No Child Left Behind initiatives.

J. Preston Threatt, Principal
Stephanie Black, SIC Co-Chairperson
Carolyn Reed, SIC Co-Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	192	149
Percent satisfied with learning environment	89.7%	74.9%	86.2%
Percent satisfied with social and physical environment	93.1%	83.2%	78.9%
Percent satisfied with school-home relations	64.3%	85.3%	84.8%

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

School Adequate Yearly Progress	NO

This school met 11 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	

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	0.0%	0.0%	Yes
Student attendance rate	94.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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Manning Junior High											03/02/09-1402011
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	479	99.6	44.1	40.3	13.5	2	22.7	31.8	48.2	No	Yes
Gender											
Male	242	100	52.7	36.6	10.7	0	16.1	26.2	41.7	N/A	N/A
Female	237	99.2	35.5	44.1	16.4	4.1	29.5	37.7	55	N/A	N/A
Racial/Ethnic Group											
White	142	99.3	27.2	46.4	20.8	5.6	36.8	48.5	60	No	Yes
African American	321	99.7	51.6	37.2	10.5	0.7	16.4	24.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	16	100	33.3	53.3	13.3	0	33.3	35	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	87	100	81	16.7	2.4	0	2.4	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	13	100	38.5	46.2	15.4	0	38.5	35.1	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	364	99.7	47.5	40.2	10.9	1.5	19.9	27.3	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	479	99.6	35.8	48.9	10.8	4.5	25	28.8	45.8	No	Yes
Gender											
Male	242	100	37.9	49.1	8.9	4	21.9	27.5	45.6	N/A	N/A
Female	237	99.2	33.6	48.6	12.7	5	28.2	30.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	142	99.3	21.6	49.6	14.4	14.4	41.6	52	59	No	Yes
African American	321	99.7	41.8	49	8.6	0.7	17.4	18.5	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	16	100	33.3	40	26.7	0	40	32.5	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	87	100	70.2	27.4	1.2	1.2	3.6	15.8	17.1	No	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	13	100	38.5	30.8	30.8	0	46.2	35.1	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	364	99.7	39.3	49	9.4	2.3	18.8	21.6	31.4	No	Yes

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

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Manning Junior High											03/02/09-1402011
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	367	99.5	42.4	35.4	11.1	11.1	22.2	21.4	35.7	94.3	95.6
Gender											
Male	186	100	45.3	31.4	13.4	9.9	23.3	22.6	37.4	93.7	95.3
Female	181	98.9	39.4	39.4	8.8	12.4	21.2	20.3	33.8	94.9	95.9
Racial/Ethnic Group											
White	119	99.2	21	40	13.3	25.7	39	40.4	49.2	92.7	94.5
African American	235	99.6	53.1	32.6	9.4	4.9	14.3	12.4	17	95	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	94.9	97.6
Hispanic	13	100	30.8	46.2	23.1	0	23.1	17.2	24.9	93.9	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.9
Disability Status											
Disabled	64	100	71.4	23.8	1.6	3.2	4.8	11.2	14	94.3	95.1
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	95.5	95.3
English Proficiency											
Limited English Proficient	12	100	33.3	41.7	25	0	25	18.5	24.4	93.8	95.6
Socio-Economic Status											
Subsized meals	274	99.6	47.7	34	12.1	6.3	18.4	16.6	21.1	93.9	95.4
Social Studies											
All Students	365	99.5	51.9	38.8	5.7	3.6	9.3	19.3	34	94.3	95.6
Gender											
Male	184	100	53.6	35.7	6	4.8	10.7	21.6	36.6	93.7	95.3
Female	181	98.9	50.3	41.9	5.4	2.4	7.8	16.9	31.3	94.9	95.9
Racial/Ethnic Group											
White	106	99.1	41.3	42.4	9.8	6.5	16.3	35.5	44.5	92.7	94.5
African American	247	99.6	56	37.9	3.9	2.2	6	12.6	19.1	95	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	94.9	97.6
Hispanic	12	100	54.5	27.3	9.1	9.1	18.2	17.9	27.5	93.9	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.9
Disability Status											
Disabled	69	100	78.8	18.2	3	0	3	9.2	14.4	94.3	95.1
Migrant Status											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	95.5	95.3
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	16	27.3	93.8	95.6
Socio-Economic Status											
Subsized meals	286	99.7	54.7	38.1	5.3	1.9	7.2	14.7	21	93.9	95.4

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

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Manning Junior High 03/02/09-1402011

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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	238	99.6	46.7	34.2	17.3	1.8	19.1
	8	241	100	40.9	46.1	11.3	1.7	13
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	254	99.2	39.7	43.2	16.2	0.9	17.1
	8	225	100	49	37.1	10.5	3.3	13.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	238	99.6	27.1	50.2	13.8	8.9	22.7
	8	240	100	42.8	45	10	2.2	12.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	254	99.2	34.2	49.6	9.8	6.4	16.2
	8	225	100	37.6	48.1	11.9	2.4	14.3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	238	99.6	48.4	29.8	12.9	8.9	21.8
	8	119	100	41.6	33.6	6.2	18.6	24.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	254	99.2	38	37.6	11.5	12.8	24.4
	8	113	100	51.9	30.6	10.2	7.4	17.6
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	238	99.2	60.7	34.8	2.2	2.2	4.5
	8	121	99.2	36.2	56.9	5.2	1.7	6.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	253	99.2	55.8	33.5	6	4.7	10.7
	8	112	100	43.1	51	4.9	1	5.9

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