

Manning High

2155 Paxville Highway
Manning, SC 29102

Grades	9-12 High School	
Enrollment	878 Students	
Principal	Michael E. Shorter	803-435-4417
Superintendent	John Tindal	803-435-4435
Board Chair	William Ceth Land	803-435-4435

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2009 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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	5	10	4	6

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	79.2	75.1	66.2	67.3	73.6	63.9
Passed 1 subtest (%)	11.9	14.6	14.8	18.7	13.5	17.4
Passed no subtests (%)	8.8	10.2	19.0	14.0	12.8	18.7

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	93.0%	90.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	220	185
Number of Diplomas	172	132
Rate	78.2%	69.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	63.9	58.4
English 1	41.3	50.6
Physical Science	47.5	37.7
US History and the Constitution	18.7	24.2
All Tests	43.2	42.1

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=878)				
Retention rate	3.6%	Down from 4.8%	6.0%	4.8%
Attendance rate	95.0%	No Change	94.7%	95.5%
Eligible for gifted and talented	11.4%	Down from 12.7%	7.0%	9.2%
With disabilities other than speech	13.4%	Up from 12.1%	14.4%	12.6%
Older than usual for grade	12.2%	Down from 14.0%	11.3%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.2%	1.3%	1.2%
Enrolled in AP/IB programs	1.9%	Down from 3.2%	6.0%	13.2%
Successful on AP/IB exams	N/A	N/A	30.8%	55.6%
Eligible for LIFE Scholarship	27.6%	Down from 29.0%	27.7%	29.8%
Annual dropout rate	4.1%	Up from 4.0%	4.1%	3.5%
Career/technology students in co-curricular organizations	25.3%	Down from 33.9%	4.0%	3.0%
Enrollment in career/technology courses	685	Up from 521	469	523
Students participating in work-based experiences	0.0%	Down from 0.1%	8.3%	12.9%
Career/technology students attaining technical skills	69.3%	Down from 78.8%	75.6%	79.3%
Career/technology completers placed	100.0%	No Change	100.0%	98.8%
Teachers (n=50)				
Teachers with advanced degrees	56.0%	Down from 57.4%	52.9%	58.6%
Continuing contract teachers	54.0%	Down from 63.8%	65.6%	71.6%
Teachers with emergency or provisional certificates	20.8%	Down from 23.9%	14.7%	8.1%
Teachers returning from previous year	85.6%	Down from 88.4%	80.4%	85.0%
Teacher attendance rate	94.5%	Up from 94.2%	95.4%	95.5%
Average teacher salary*	\$46,392	Up 6.4%	\$46,870	\$47,761
Professional development days/teacher	11.5 days	Down from 12.1 days	11.3 days	10.8 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio in core subjects	24.5 to 1	Down from 24.8 to 1	23.9 to 1	26.1 to 1
Prime instructional time	87.9%	Up from 87.3%	88.9%	89.8%
Dollars spent per pupil**	\$7,415	Up 14.2%	\$8,839	\$7,883
Percent of expenditures for teacher salaries**	43.6%	Down from 45.4%	52.9%	54.1%
Percent of expenditures for instruction**	66.7%	Up from 64.7%	59.5%	60.2%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	87.0%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	N/A	Good

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

** 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	186	93.0%	829	43.2%	220	78.2%	No
Gender							
Male	75	86.7%	389	42.7%	84	72.6%	N/A
Female	111	97.3%	440	43.6%	136	81.6%	N/A
Racial/Ethnic Group							
White	61	95.1%	182	64.3%	76	78.9%	N/A
African American	122	92.6%	621	37.2%	141	78.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	24	41.7%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	15	40.0%	87	19.5%	18	27.8%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	20	30.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	130	92.3%	644	40.2%	155	76.1%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The 2008-09 school year was another successful year at Manning High School. There were 24 honor graduates in the class of 2009, meaning that more than 12% of the graduating seniors earned at least a 3.62 cumulative average during their high school careers. A total of 24 seniors earned Academic Diplomas, which means they earned at least 26 units in challenging college preparatory classes, honors classes, or college credit classes with a cumulative average of at least a "C." Students earning a state High School Diploma are required to have 24 units. Twenty-eight percent of the senior class, a total of 55 students, qualified for either Hope or LIFE Scholarships. Two students in the graduating class of 2009 qualified for Palmetto Fellowships. Students in the class of 2009 earned approximately \$1,806,000 in scholarships to post-secondary institutions.

Manning High School continues to have success with the College Credit Program through Central Carolina Technical College. The college credits earned by our students will transfer to any public or private college in the state of South Carolina and to many colleges outside of this state. A total of 42 students attended college classes this past school year at no cost to the student. Twenty-four students earned at least 12 hours of college credit, which is the equivalent of one semester of college course work. Three students earned at least 24 hours of college credit, and one student earned 30 hours of college credit, which is the equivalent of one year of college course work.

Manning High School continues to utilize the APEX Learning System in our school to assist students. APEX Learning, also known as Credit Recovery, allows students who have failed a course to retake the course via the Internet. We are striving to increase our graduation rate and lower our failure rate by utilizing this program. The program is offered during the school year and during the summer to all of the students in need.

Manning High School continues its commitment to keeping this school on the cutting-edge of technology in the state. The school has four state-of-the-art computer labs, each consisting of at least 25 computers, and all have high-speed internet connections. The school also has a mobile computer lab consisting of 25 laptop computers that are networked. Manning High School has also been upgraded to having wireless Internet access throughout our entire building. Every classroom continues to be equipped with high-speed Internet connections. Over 75% of our classrooms have plasma screen televisions that are utilized during instruction. We have begun to utilize "Smart Boards" and Promethean Boards within our classes and discovered that class participation and student accountability has increased greatly. These technologies are in 50% of our classrooms.

I am pleased with the support the community continues to give Manning High School. We are always open to suggestions, and we encourage anyone who would like to give us input as to how to improve our school to contact us.

Michael E. Shorter, Principal

Robert Fleming, Chairperson, Clarendon School District Two Board of Trustees

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	102	49
Percent satisfied with learning environment	91.5%	84.3%	83.3%
Percent satisfied with social and physical environment	95.7%	82.4%	75.5%
Percent satisfied with school-home relations	82.6%	90.0%	72.9%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 11 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

N/A

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 Data			
	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	7.3%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.8%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	218	100	22.3	46.1	18.9	12.6	45.1	43.1	61.8	No	Yes
Male	105	100	25	47	17	11	44	41.1	57.4	N/A	N/A
Female	113	100	19.8	45.3	20.8	14.2	46.2	44.9	66.1	N/A	N/A
White	53	100	8.2	36.7	30.6	24.5	69.4	64.4	74.3	Yes	Yes
African American	156	100	26.5	49	15.2	9.3	37.1	35	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	22	100	68.2	22.7	4.5	4.5	13.6	12	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	169	100	26.1	48.4	16.6	8.9	40.8	39	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	218	99.5	28.8	40	19	12.2	43.4	40.9	62.7	No	Yes
Male	105	99	28.3	38.4	23.2	10.1	44.4	41.5	61.8	N/A	N/A
Female	113	100	29.2	41.5	15.1	14.2	42.5	40.3	63.6	N/A	N/A
White	53	98.1	12.5	31.3	29.2	27.1	66.7	60.3	75.1	Yes	Yes
African American	156	100	33.1	43	15.9	7.9	37.1	34.8	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	22	100	68.2	22.7	9.1	0	9.1	8	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	169	99.4	32.7	44.2	15.4	7.7	35.9	34.3	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	216	94.0	68.1	13.9	9.3	2.8	12.0	N/A	N/A	N/A	N/A
Male	104	93.3	67.3	12.5	9.6	3.8	13.5	N/A	N/A	N/A	N/A
Female	112	94.6	68.8	15.2	8.9	1.8	10.7	N/A	N/A	N/A	N/A
White	52	92.3	48.1	19.2	19.2	5.8	25.0	N/A	N/A	N/A	N/A
African American	155	95.5	74.8	12.3	6.5	1.9	8.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	20	85.0	75.0	5.0	5.0	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	167	93.4	74.3	12.6	6.0	0.6	6.6	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	209	99.5	13.4	37.3	37.3	11.9	63.2	61.2	69.7
	2009	218	100	22.3	46.1	18.9	12.6	45.1	43.1	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	209	99.5	20.4	39.8	29.9	10	53.7	52.3	67.2
	2009	218	99.5	28.8	40	19	12.2	43.4	40.9	62.7

* Adjusted to account for natural variation in performance.