



Manning Junior High

1101 W. L. Hamilton Road
Manning, South Carolina

Grades	7-8 Middle School	
Enrollment	483 Students	
Principal	J. Preston Threatt	803-435-8195
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	Below Average	Below Average
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	Good
2005	Below Average	Good

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

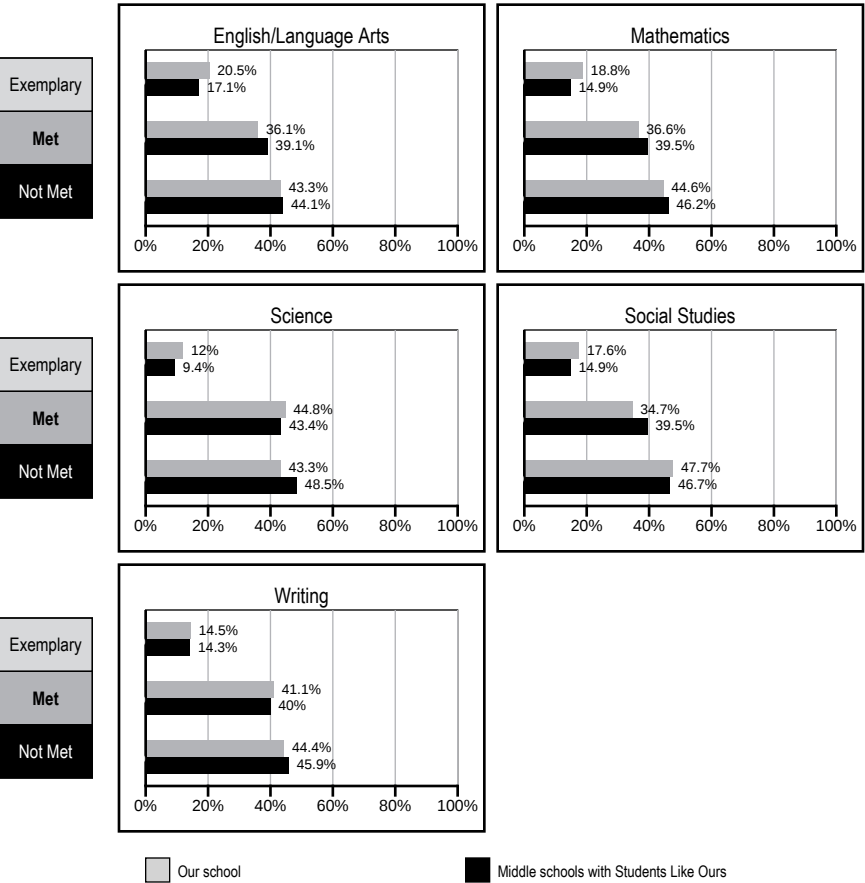
95.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	31	8

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

Palmetto Assessment of State Standards (PASS)



* 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

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

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%	89.5%
English 1	100.0%	85.0%
Physical Science	N/A	45.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	89.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=483)				
Students enrolled in high school credit courses (grades 7 & 8)	10.3%	Up from 9.7%	15.0%	21.6%
Retention rate	0.6%	Down from 2.0%	2.1%	1.2%
Attendance rate	94.8%	Up from 94.3%	95.4%	95.9%
Eligible for gifted and talented	10.3%	Down from 11.1%	8.1%	14.8%
With disabilities other than speech	17.9%	Up from 17.4%	13.8%	12.6%
Older than usual for grade	5.0%	Down from 8.7%	4.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	52.8%	Down from 55.6%	56.4%	56.9%
Continuing contract teachers	61.1%	Up from 58.3%	64.9%	72.7%
Teachers with emergency or provisional certificates	14.7%	Up from 12.9%	12.2%	5.3%
Teachers returning from previous year	84.5%	Up from 78.9%	77.9%	82.9%
Teacher attendance rate	94.5%	Down from 94.9%	95.0%	95.2%
Average teacher salary*	\$42,531	Up 1.7%	\$45,841	\$46,599
Professional development days/teacher	8.6 days	Down from 12.4 days	10.6 days	10.8 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 17.4 to 1	18.1 to 1	20.1 to 1
Prime instructional time	87.2%	Up from 86.4%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	97.3%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$8,122	Up 10.4%	\$9,117	\$7,645
Percent of expenditures for instruction**	62.7%	Up from 59.9%	62.0%	63.4%
Percent of expenditures for teacher salaries**	50.3%	Down from 51.8%	55.2%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Teachers are able to assess the needs of the students as they work together in teams. Students are grouped according to assessment data, including PACT and MAP scores. Exceptional services students, gifted and talented, special needs, and resource students are served in the science and social studies classes through extension activities, mainstreaming, and inclusion services.

The school is continuing its commitment to becoming a professional learning community (PLC) through staff development activities, professional learning teams (PLT), MSU Math/Science iCoach Initiative, FMU, and other agencies as opportunities become available. We will also maintain our school-wide focus on improving literacy. Our media center has complemented our literacy focus by reducing our book collection age from an average of 25 years in 2007 to an average of 15 years as of May 2009. Many of the new books have been cataloged to match with core standards to support instruction and standard-based research. To help with the needs of the "reluctant reader," over 200 graphic novels have been added to the collection. In addition, the media center has expanded their instruction to all students in multi media use of Microsoft PowerPoint, Publisher, and Word.

Extracurricular activities and opportunities for parents and students are offered throughout the year. These include programs for special needs such as Apex, gifted and talented after school artistic programs, and special PASS preparation classes where we use standards-based targeted mini-lessons and the block schedule for extended instruction and application. Students are able to participate in Student Council, South Carolina Junior Scholars, Duke Talent Search, Math/ Science Family Night, SGA dances, 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.

Carolyn Reed, School Improvement Council Chairperson
J. Preston Threatt, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	206	101
Percent satisfied with learning environment	90.3%	77.7%	85.9%
Percent satisfied with social and physical environment	90.3%	86.2%	74.0%
Percent satisfied with school-home relations	71.0%	85.7%	76.8%

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

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 Adequate Yearly Progress

NO

This school met 19 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. 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	7.3%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate	94.8%	94.0%*	Yes

* Or greater than last year

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	470	98.5	46.5	35.7	17.8	67.9	77.4	82.8	Yes	Yes
Gender										
Male	234	97.9	49.1	35	15.9	63.2	73.1	79.3	N/A	N/A
Female	236	99.2	44	36.4	19.6	72.4	81.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	141	98.6	29.6	40.7	29.6	80	89.9	89.5	Yes	Yes
African American	310	98.4	55.3	33.1	11.6	61.8	72	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	16	100	35.7	42.9	21.4	71.4	75.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	89	96.6	87.5	10	2.5	22.5	51.4	52	No	Yes
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	38.5	46.2	15.4	69.2	74.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	370	98.7	51.7	33.7	14.6	63.1	73.8	75.5	Yes	Yes

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

All Students	470	98.5	48.3	38.7	13	65.6	68.4	78.9	Yes	Yes
Gender										
Male	234	97.9	50.5	36.4	13.2	62.7	66.3	77	N/A	N/A
Female	236	99.2	46.2	40.9	12.9	68.4	70.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	141	98.6	30.4	42.2	27.4	80	85.1	87.2	Yes	Yes
African American	310	98.4	57.7	36.2	6.1	58	61	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	16	100	35.7	57.1	7.1	78.6	68.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	89	96.6	85	13.8	1.3	23.8	40	45.5	No	Yes
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	38.5	46.2	15.4	76.9	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	370	98.7	53.1	36.9	10	61.7	63.7	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	347	98.9	42.9	44.8	12.3	57.1	52.2	67.5
Gender								
Male	169	98.2	41.4	42	16.6	58.6	49.2	67
Female	178	99.4	44.4	47.3	8.3	55.6	55.2	68
Racial/Ethnic Group								
White	105	99.1	29	46	25	71	71.5	79.5
African American	230	98.7	50.9	44	5.1	49.1	43.6	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	58.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	66	98.5	81.7	15	3.3	18.3	24.4	35.6
Migrant Status								
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	54.5	59.6
Socio-Economic Status								
Subsided meals	278	98.9	46	43.3	10.7	54	47.3	55.1

Social Studies

All Students	343	98.8	47.6	34.8	17.7	52.4	60.6	72.3
Gender								
Male	176	98.3	47.6	32.1	20.2	52.4	59.6	71.5
Female	167	99.4	47.5	37.5	15	52.5	61.7	73.2
Racial/Ethnic Group								
White	102	99	33.3	32.3	34.3	66.7	72.7	80.7
African American	227	98.7	56.3	34.9	8.8	43.7	54.1	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	11	100	18.2	63.6	18.2	81.8	76.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	56	98.2	90.2	7.8	2	9.8	32.5	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	11	100	18.2	63.6	18.2	81.8	76.7	67.9
Socio-Economic Status								
Subsided meals	272	98.9	53.3	34	12.7	46.7	55.9	62.1

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
Writing										
All Students	465	99.4	44.2	41.3	14.6	55.8	56	70.2	94.8	95.6
Gender										
Male	229	99.1	50.5	39.1	10.5	49.5	48.4	63.2	94.5	95.4
Female	236	99.6	38.1	43.4	18.6	61.9	63.7	77.5	95.2	95.8
Racial/Ethnic Group										
White	139	98.6	29.1	41.8	29.1	70.9	70.2	79.1	92.7	94.2
African American	308	99.7	51.2	41.4	7.5	48.8	49.5	57.6	95.9	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.1	97
Hispanic	15	100	42.9	42.9	14.3	57.1	58.1	62.6	93.4	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.5
Disability Status										
Disabled	87	97.7	N/AV	N/AV	N/AV	15.9	23.3	26.1	94.3	94.8
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	54.7	88	95
English Proficiency										
Limited English Proficient	14	100	46.2	38.5	15.4	53.8	57.5	61.2	93.9	95.8
Socio-Economic Status										
Subsidized meals	366	99.2	48	42	10.1	52	51.1	58.9	94.8	95.5

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
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	5	I/S	I/S	I/S	I/S	I/S
	7	224	98.2	46.2	33.3	20.5	53.8
	8	241	98.8	45.7	38.7	15.7	54.3
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	5	I/S	I/S	I/S	I/S	I/S
	7	224	98.2	48.1	36.7	15.2	51.9
	8	241	98.8	47.4	41.3	11.3	52.6
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	3	I/S	I/S	I/S	I/S	I/S
	7	224	98.2	38.1	47.1	14.8	61.9
	8	120	100	50.4	41.6	8	49.6
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	2	I/S	I/S	I/S	I/S	I/S
	7	223	98.2	53.1	30.6	16.3	46.9
	8	118	100	36.8	42.7	20.5	63.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	5	I/S	I/S	I/S	I/S	I/S
	7	220	99.6	48.1	35.2	16.7	51.9
	8	240	99.2	39.4	47.6	13	60.6

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